

Annual Summary Report



Senate Bill 405

Activity from July 2015-May 2016

Annual Summary Report

June 15, 2015

Submitted to:
State Board of Education
Legislative Committee on Education

by Clark County School District, Washoe County School District &
Nevada Department of Education

SB 405 Annual Report

School Year July 2015 – May 2016 Update

Nevada Zoom School and Zoom Grant Districts

Executive Summary

Since the enactment of Senate Bill 405 (SB 405) (an expansion of Senate Bill 504) Clark and, Washoe County School Districts have provided intensive services to more than 27,080 of Nevada's English learners (ELs) in grades PreK – 12 through the Zoom School programs and services. Zoom Grant Districts (all districts other than Clark and Washoe) have served more than 3,443 ELs in the more rural areas of the state. These Zoom programs and services have helped to ensure that Nevada's young English learners are better prepared to achieve success in school, have become proficient in reading, will enter high school with skills necessary to succeed and will graduate from high school college and career ready.

* * *

In 2015, the Nevada Legislature enacted and the governor signed into law SB 405 to ensure that children who are limited English proficient benefit from instruction that is designed to address their academic and linguistic needs by expanding "the program to middle schools, junior high schools and high schools during the 2015-17 biennium." SB 504 states that, "It is the intent of the Legislature that children who are limited English proficient be provided with services and instruction which is designed to address the academic needs of such children so that those children attain proficiency in the English language and improve their overall academic and linguistic achievement and proficiency" (NRS 388.405). The expansion bill of SB 405 requires "the State Board of Education to prescribe statewide performance levels and outcome indicators to measure the effectiveness of the programs and services for which money is received by the school districts and charter schools" and "requires the Department to contract for an independent evaluation of the effectiveness of the programs and services provided by the school districts and charter schools that received money" (SB 405 subsection 14). Section 2 of this bill requests the State Board to develop for recommendation as proposed legislation to the 79th Session of the Nevada legislature a definition of and procedure for reporting pupils who are identified as long-term limited English proficient (SB 405 section 2).

The Nevada State Legislature appropriated \$100,000,000 over the two-year 2016-18 period to support school districts in implementing the strategies defined in SB 405. Recognizing the large numbers and continued growth of English learners in Nevada's urban centers, the majority of SB 405 funds were allocated directly to Clark County School District (\$39,350,342) and Washoe County School District (\$6,985,838) each year for the 2016-18 biennium as part of the Zoom School Program.

The Nevada Department of Education (NDE) was directed to allocate the balance of the SB 405

appropriation (\$3,613,820) through grants to the remaining school districts over the same 2015-17 biennium. Allocations to districts were determined based on the official 2014-15 and 2015-16 counts of ELs in Kindergarten through 12th grade in each district. The funds were awarded through a non-competitive application process developed and implemented through the NDE grants management system.

In accordance with statutory requirements, Clark County School District, Washoe County School District, and the Nevada Department of Education have collaborated to prepare this annual report to the State Board of Education and the Legislative Committee on Education. This report covers 2015-16 School year. It provides information regarding SB 405 funding, program implementation, preliminary data on student achievement, and recommendations to the Legislative Committee on Education concerning the future of SB 405 and possible weighted EL funding for ELs.

Contents of Report

Section 1: Clark County School District report

Section 2: Washoe County School District report

Section 3: Nevada Department of Education report (Zoom Grant Districts)

SB 504 and SB 405 Implementation Summary School Years 2014-2015 (SB 504) and 2015-2016 (SB 405) Clark County School District Zoom Schools

2014-2015: SB 504 Year 2

SB 504 funds were used in 16 Clark County School District (CCSD) elementary schools in 2014-2015 to implement the initiatives mandated in the legislation: universal Pre-K, Full Day Kindergarten with reduced class sizes (21:1), Zoom Reading Centers, and universal Summer Academy. These initiatives were fully implemented in all 16 of the Clark County Zoom Schools. Below are descriptions of the program design, program costs, number of students receiving services, cost per student, program successes (with evidence), and the data sources identified for ongoing program evaluation.

A detailed table of this information is included in Table 1, “CCSD Zoom Schools Receiving SB 504 Funds in 2014-2015.”

An examination of the data from Nevada’s English language proficiency assessment, the WIDA Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs), from the 2013-2014 and 2014-2015 school years shows that students at CCSD Zoom Schools have been making progress, with students at most schools making growth that exceeded State and District averages. All 16 of CCSD’s Zoom Schools made Annual Measurable Achieve Objective (AMAO) Goal 1 in 2014-2015, and 4 of the schools also made AMAO Goal 2.

- See Figure 1, “English Language Proficiency Assessment Results.”

Zoom Pre-K

Program Description:

To provide a universal program with an 18:2 student-to-adult ratio, 29 pre-K teachers and 29 Teacher Family Assistants were employed in 2014-2015 at the 16 CCSD Zoom Schools. The half-day program consists of instructional days on Monday through Thursday, with home-to-school activities scheduled on Fridays. All programs were opened and serving students on September 3, 2014.

Pre-K students gain important school readiness skills through enriched high quality pre-K programming curricula based on the Nevada Pre-Kindergarten Standards. The pre-K classrooms promote pre-reading and writing skills, math, movement, language, literacy, science, art, music, and socialization. The program provides ongoing parent education that includes parent-child activities and a variety of parent workshops.

Student progress was evaluated on an ongoing basis with the WIDA Measure of Developing English Language (MODEL) assessment for language acquisition, and Teaching Strategies GOLD for literacy, language, math, cognitive, physical, and social-emotional skills.

The cost of the Zoom Pre-K program in 2014-2015 was \$3,427,573, serving 1,040 students, at an approximate cost of \$3,296 per student. This is consistent with other Clark County School District pre-K programs that are funded by state or federal sources.

Program Successes Funded By SB 504 in 2014-2015:

- Additional pre-K teachers were trained, and AM/PM programs were implemented at all 16 CCSD Zoom Schools at the beginning of the 2014-2015 school year for all interested families of 4 year olds.
- Home-school connection activities occurred on Fridays, increasing parent engagement in their students' education.
- A fully planned pre-K curriculum was developed based on the Nevada Academic Content Standards and research-based practices for early childhood. The curriculum includes 10 integrated thematic units with a focus on building language and hands-on experiences. Teaching Strategies GOLD assessments were embedded into the curriculum to support ongoing authentic assessment.
- Per Teaching Strategies GOLD data for the 2014-2015 school year, the percentage of Zoom Pre-K students at the Meets/Exceeds level increased in Language from 16% in November 2014, to 86% in May 2015; in Literacy from 50% to 98% during the same time period.
 - See Figure 2, "CCSD Zoom Pre-K Data."
- On the Oral Language Proficiency section of the WIDA MODEL assessment, 73% of Zoom Pre-K students were at the Entering level (1 or 1.5) on the pre-test. On the post-test, only 25% of students were at the Entering level. The average proficiency level increased from 1.5 (between Entering and Emerging) to an average of 3.0 (Developing).
 - See Figure 2, "CCSD Zoom Pre-K Data."

Program Successes Not Funded By SB 504 in 2014-2015:

- Professional development on Teaching Strategies GOLD has allowed teachers to analyze collected data. The data was collected using iPads purchased with funds from the Silver State KIDS (Kindergarten Inventory of Development Statewide) grant. Teachers were able to create instructional plans that focus on what students need to make progress.
- Teachers facilitated weekly family involvement activities, including parenting classes, academic workshops, interactive read-aloud, and presentations from community partners.
- 8 Zoom Pre-K teachers and 1 Zoom Pre-K Teacher Family Assistant developed leadership capacity by working with project facilitators to design professional development and present to peers on District Staff Development days.

Zoom Full Day Kindergarten

Program Description:

Kindergarten students in 105 classrooms attended a full-day program with a 21:1 student-to-teacher ratio in the 2014-2015 school year.

The kindergarten programs used developmentally appropriate practices based on the Nevada Academic Content Standards. Kindergarten instruction included teacher directed small group activities, whole group experiences, one-on-one intervention, and explorations in center based environments. Daily curriculum integrated academic instruction with the creative arts, social-emotional learning, and physical development in order to support learning for the whole child.

Student progress was evaluated on an ongoing basis with the Measures of Academic Progress (MAP) assessment for literacy, the WIDA ACCESS for ELLs assessment for language acquisition, and the Zoom Kindergarten assessment for literacy skills.

The cost of the 105-classroom kindergarten program in 2014-2015 was \$7,255,217, serving 2,050 students, at an approximate cost of \$3,539 per student.

Program Successes Funded By SB 504 in 2014-2015:

- End-of-year 2014-2015 Zoom Kindergarten Essential Skills data indicated that the majority of kindergarten students made significant progress and mastered all of the kindergarten essential skills.
 - See Figure 3, “CCSD Zoom Kindergarten Data.”
- Students who had attended at least 6 months of kindergarten at a CCSD Zoom School typically demonstrated better results on the Fall 2015-2016 first grade i-Ready assessment than students who had not attended 6 or more months of kindergarten at a CCSD Zoom School.
 - See Figure 3, “CCSD Zoom Kindergarten Data.”
- *Flying Start to Literacy* materials were provided to kindergarten teachers to support small-group guided reading instruction. These supplemental materials for Tier I instruction were useful in increasing reading fluency, sight word recognition, vocabulary, and comprehension skills.

Program Successes Not Funded By SB 504:

- Professional development was provided to kindergarten teachers with a focus on using the reduced class sizes to maximize the available instructional time. Specific professional development topics included using *Flying Start to Literacy* materials for Tier I instruction, small group guided reading, writing, and engaging literacy stations.
 - Kindergarten teachers have been observed using these strategies, and follow-up support has been provided by CCSD Project Facilitators.

Zoom Reading Centers

Program Description:

Zoom Project Facilitators and paraprofessional tutors provided daily small group instruction to identified first through third grade students at each Zoom School. The tutoring lesson framework focused on literacy and language acquisition through reading comprehension, fluency, vocabulary, and word work activities.

This service was provided as a supplement to the Tier I literacy instruction at each school. During the reading center lesson, students received personalized instruction that was tailored to their reading level and focused upon the specific reading skills each individual must master in order to access more challenging texts.

Student progress was evaluated on an ongoing basis with the Developmental Reading Assessment (DRA2) for reading comprehension, the MAP assessment for literacy, and the WIDA ACCESS assessment for language acquisition.

The cost of the Reading Centers in 2014-2015 was \$4,043,107, serving 2,360 students, at an approximate cost of \$1,713 per student.

Program Successes Funded By SB 504:

- An instructional framework incorporating proven effective literacy and language strategies was developed by the Zoom Project Facilitators.
 - Tutors were observed using this framework on a daily basis when giving lessons to their students.
 - Tutors were given feedback on their delivery of the lessons in order to continually improve their skills in working with students.
- The CCSD Zoom Reading Centers at the 9-month schools provided services to students from September 15, 2014 through May 27, 2015, making it available for 89% of the school year. The Reading Centers at the year-round schools were available for a similar window of time.
- Students who received services were below grade level at the beginning of the school year, and all made progress in their reading ability throughout the year.
 - Most of the students who had not reached grade level reading proficiency in the 2013-2014 school year continued to receive services in 2014-2015.
 - During the 2013-2014 and 2014-2015 school years, DRA assessment data indicated that 1,628 students, approximately 52%, who had received services had made above average growth compared to typical DRA growth and were reading at grade level.
 - These students were no longer in need of direct support from the tutors, but after exiting the program they continued to be monitored in their classrooms by the project facilitators to ensure that their skills were transferred to their work in the classroom.
 - See Figure 4, “CCSD Zoom Reading Center Data.”

- On average, the students who received Reading Center services made growth that was comparable to, and in some cases higher than, the expected growth trajectory of the DRA Independent Reading Levels.
 - See Figure 4, “CCSD Zoom Reading Center Data.”

Program Successes Not Funded By SB 504 in 2014-2015:

- Professional development was provided for staff within the literacy centers, and the Zoom Project Facilitators worked with their paraprofessional tutors to implement effective strategies.

Zoom Summer Academy

Program Description:

Seventeen additional full days of instruction were provided to all Zoom School students who were registered at their home school. An entire curriculum was developed for all subject areas, with a focus on intensive Tier I instruction to continue literacy and language development. Each grade level’s ELA curriculum focused on a highly engaging theme, such as inventors, water, Harry Houdini, and rainforests. The curricula were developed by expert teachers in the Clark County School District. The teachers who opted to work the Summer Academy were trained on the curriculum in order to maximize the experience for their students and to impact their learning. In most cases, students remained with the same teacher for Summer Academy, making the transition as seamless as possible.

The program ran from June 5 – June 29, and all services (special education, breakfast and lunch, and transportation) continued to be provided during that time, bridging the traditional school year calendar with the Summer Academy dates. This was done to increase enrollment and promote consistent attendance.

Two of the 16 CCSD Zoom Schools operated on a year-round calendar in the 2014-2015 school year, and students with a WIDA Overall Proficiency Level of 1, 2, 3, or 4 were invited to an Intersession Academy program that provided 17 extra days of instruction during track breaks. The curriculum and structure of the intersession program were similar to Summer Academy, but with a stronger focus on high impact strategies for English learners.

Student progress was evaluated with the MAP and i-Ready assessments for reading and math, pre- and post- writing samples, pre- and post-tests for math, student enrollment, and attendance.

The cost of Summer/Intersession Academy in 2014-2015 was \$6,172,454, serving 8,149 students, at an approximate cost of \$757 per student. These cost figures do not include the professional development or operational costs (maintenance, air conditioning, food services, etc.) that were funded by the Clark County School District.

Program Successes Funded By SB 504 in 2014-2015:

- Implementation of Summer/Intersession Academy and providing teachers with all curricular materials for exciting themed units generated high student enrollment and teacher participation.
 - 8,149 students attended Summer/Intersession Academy in 2014-2015, 62% of the total student enrollment.
- Seventeen full days of instruction were provided, with all District services remaining in place. Teachers were paid 17 add-on days with PERS benefits.
- Teachers and administrators expressed that the curriculum designed for Zoom Summer Academy provided a valuable experience for the students and teachers.
 - Teachers expressed that the curriculum had a positive impact on students, and the instructional strategies within the curriculum could be incorporated into their own lessons in 2014-2015.
 - See Figure 5, “CCSD Zoom Summer Academy Data.”
 - Since the first Summer Academy in June 2014, school administrators have observed teachers in the following school year using Tier I instructional strategies that were embedded into the Zoom Summer Academy curriculum.
- When comparing the longitudinal results of the MAP and i-Ready assessments, students who attended Zoom Summer Academy achieved higher nationally-normed percentile scores than students who did not attend.
 - Students who attended Zoom Summer Academy did not show the regression that is typically observed after the summer break.
 - Students who attended at least 14 days of Zoom Summer Academy had higher median percentiles in reading and math on the fall assessments in the following school year than students who attended less than 14 days or did not participate.
 - See Figure 5, “CCSD Zoom Summer/Intersession Academy Data.”

Program Successes Not Funded By SB 504:

- All teachers who worked Summer/Intersession Academy were given professional development on the curricula.
- Extended insurance, facility operation, and police services were secured to ensure that the Summer Academy operated under “business-as-usual” terms.

2015-2016: SB 405 Year 1

SB 405 funds were used in 26 CCSD elementary schools in 2015-2016 to implement the initiatives mandated in the legislation: universal Pre-K, Full Day Kindergarten with reduced class sizes (21:1), Zoom Reading Centers, a summer or intersession academy, professional development, recruitment and retention incentives, and family engagement. These initiatives were fully implemented in all 26 of CCSD's elementary Zoom Schools.

SB 405 funds were used in 2 CCSD middle schools and 1 CCSD high school to implement selected initiatives from the legislation: reduced class sizes, instructional intervention for English learners, an extended school day, a summer or intersession academy, professional development, recruitment and retention incentives, family engagement, and/or other evidence-based programs approved by the Department of Education.

A detailed table of this information is included in Table 1, "CCSD Zoom Schools Receiving SB 405 Funds in 2015-2016."

Expansion

The increased budget and legislative direction to expand into the middle and high school led to the designation of 10 additional Zoom elementary schools, 2 Zoom middle schools, and 1 Zoom high school. There are 29 CCSD Zoom Schools in the 2015-2016 school year.

Elementary Program Updates

With 10 additional elementary Zoom Schools and year-to-year changes in enrollment at the previous 16 elementary Zoom Schools, the following changes have occurred:

Pre-K

- There are 49 Zoom Pre-K programs operating in 2015-2016, with an average total enrollment of 1,420 students.
- Students have again shown excellent progress on the Teaching Strategies GOLD assessment, with 92% of students meeting or exceeding standards for Language and 99% meeting or exceeding standards for Literacy at the end of the school year.

Kindergarten

- There are 148 Zoom Kindergarten classrooms in 2015-2016, serving approximately 3,060 students.
- All kindergarten classrooms were provided Engage Literacy materials, which are used as a supplemental resource for small group guided reading instruction and language development.

Zoom Reading Centers

- There are over 2,300 students receiving services from the 26 Zoom Reading Centers in 2015-2016.

- Classroom sets of novel units and fully developed lesson plans were provided to 3rd, 4th, and 5th grade classrooms so students who have increased their literacy skills in the Zoom Reading Centers can continue to use grade-level materials in a structured setting.
- It is projected that over 1,400 students (over 60%), will be exited from the Reading Centers with DRA scores indicating grade level reading proficiency.

Zoom Summer/Intersession Academy

- Over 13,000 students have registered for Summer Academy at the 22 9-month elementary Zoom Schools. Summer Academy begins on June 2, 2016.
- 4 of the CCSD Zoom Schools, Manuel Cortez Elementary School, Lois Craig Elementary School, Ruben Diaz Elementary Schools, and Bertha Ronzone Elementary School, are operating on a 12-month calendar for the 2015-2016 school year. Approximately 950 students at WIDA levels 1, 2, 3, and 4 at these 4 schools attended Intersession Academy during tracks breaks.

Professional Development

- Professional development focused on literacy instruction and language development has been provided to teachers at Zoom Schools on CCSD Staff Development days.
- Title I funds were used to provide substitute teachers for additional days of professional learning at schools who requested additional support. Title I funds have also been used to provide professional learning opportunities to teachers outside of their contracted workday.
- Teachers at Zoom Schools will be paid from SB 405 funds to attend the Read by Grade 3 Summer Institute in June 2016, at an estimated cost of \$300,000.

Recruitment and Retention Incentives

- The 2% cap on combined expenditures for professional development, recruitment and retention incentives, and family engagement have resulted in approximately \$450,000 to be available for recruitment and retention.
- Teachers who are remaining at a Zoom School for the 2016-2017 school year will receive a retention incentive.
- Divided among approximately 1,400 teachers at CCSD Zoom Schools, including secondary schools, the per-teacher incentive available is \$350.

Family Engagement

- Each elementary Zoom School has a designated staff member who works with project facilitators from the performance zones that supervise the schools. These parent/family involvement facilitators regularly meet with parents to increase opportunities for involvement.
- Title I funds were used to pay the salary of 2 project facilitators that worked with the elementary and middle schools to organize family engagement events.
- Title I funds have been used to fund Zoom Literacy Nights that have been very successful in getting families to learn about ways that they can help students to develop a love of reading.

- Title III funds have been used to purchase translation headsets that are used for real-time translation during parent meetings.

Secondary Program Implementation

During the 2015-2016 school-year, Zoom support expanded to secondary schools with the addition of 2 Zoom middle schools and 1 Zoom high school.

SB 405 provided a menu of options that may be implemented at each secondary Zoom School, and the selected options varied by school. The following program descriptions detail how the options were implemented at the schools.

Reduce class sizes for pupils who are limited English proficient and provide English language literacy based classes.

- At Orr Middle School, prep buy-outs were used to reduce class sizes for core subjects (English, Math, Social Studies, and Science).
- Global Community High School already had a structure allowing for reduced class sizes for ELL students, and was able to continue doing this without using SB 405 funds.

Provide direct instructional intervention to each pupil who is limited English proficient using the data available from applicable assessments of that pupil.

- At Orr Middle School, all students were provided with the opportunity to attend an after school program. After school program teachers used WIDA ACCESS data to provide specific interventions for EL students.

Provide for an Extended School Day

- At Global Community High School, prep buy-outs were used to provide an extended school day. Each class period was increased from 55 minutes to 63 minutes so students would have more time in each class period to master academic content and acquire academic language.

Provide, free of charge, a summer academy or an intersession academy for those schools that do not operate on a traditional year, including, without limitation, the provision of transportation to attend the summer academy or intersession academy.

- At Orr and Robison Middle Schools, a 17-day summer academy called “Zoom University” will be offered for all students. Students will develop academic language and enhanced literacy skills while exploring courses of study aligned with the programs offered at CCSD career and technical programs and magnet high schools. For the 2016 Zoom University, these programs are Construction Technology, Culinary Arts, Forensic Science, Fashion & Style, and Robotics. Students in all programs will have the opportunity to participate in field trips, guest speaking experiences, and engaging hands-on activities.
- At Global High School, a 16 day credit-bearing summer academy will be offered for all students. Students will have the opportunity to earn up to 1 full credit of course work by taking credit recovery courses selected based on an evaluation of student credit needs. Additionally,

Nevada High School Proficiency Exam (NHSPE) courses will be offered for seniors who have not passed NHSPE subject exams. These courses will be offered on a limited basis, based on an evaluation of NHSPE pass/fail status for enrolled seniors.

Provide professional development for teachers and other school personnel regarding effective instructional practices and strategies for pupils who are limited English proficient.

- At Orr Middle School:
 - Teachers of the Language Development class were given professional development on the use of the WIDA Can Do Descriptors to provide rigorous and appropriate instruction to students at various WIDA levels.
 - This professional development was funded by Title I.
 - Zoom summer program teachers were provided professional development on summer program curriculum embedded with strategies to support academic language development and enhanced literacy skills for English Learners.
- At Robison Middle School:
 - Zoom summer program teachers were provided professional development on summer program curriculum embedded with strategies to support academic language development and enhanced literacy skills for English Learners.
- At Global Community High School:
 - Teachers participated in extensive professional development provided by the CCSD English Language Learner Division, including the implementation of a schoolwide lesson-planning template developed by Quality Teaching for English Learners (QTEL).
 - Funding for the professional development came from general funds for the English Language Learner Division, and the support from QTEL was funded by the 1003(a) state grant.
 - Zoom summer program teachers worked with staff from the English Language Learner Division and the Instructional Design and Professional Learning Division to learn about strategies to maximize student learning during the credit-bearing program.

Offer recruitment and retention incentives for teachers and other licensed educational personnel who provide any of the programs and services set forth under this subsection from the list of services prescribed by the state board of education.

- The 2% cap on combined expenditures for professional development, recruitment and retention incentives, and family engagement have resulted in approximately \$450,000 to be available for recruitment and retention.
- Teachers who are remaining at a Zoom School for the 2016-2017 school year will receive a retention incentive.
- Divided among approximately 1,400 teachers at CCSD Zoom Schools, including elementary schools, the per-teacher incentive available is \$350.

Engage and involve parents and families of pupils who are limited English proficient, including, without limitation, increasing effective, culturally appropriate communication with and outreach to parents and families to support academic achievement.

- While funding from SB 504 has not been used for family engagement at the secondary schools, all 3 secondary schools have hosted family engagement events using Title I funding.
- Title III funds have been used to purchase translation headsets that are used for real-time translation during parent meetings.
- Title I funds were used to pay the salary of 2 project facilitators that worked with the elementary and middle schools to organize family engagement events.

Provide the other evidence based programs that are supported by the Nevada Dept. of Education and are designed to meet the needs of pupil enrolled in the school who are limited English proficient.

- At Orr and Robison Middle Schools, enhanced technology was provided to allow all services to include a technology component that will strengthen the learning experience and language acquisition of EL students, and create opportunities for cross-curricular experiences to build real-life connections to curriculum and academic language.

Program Successes Funded By SB 504:

Student progress is evaluated on an ongoing basis with Achieve3000 Lexile growth data, the WIDA ACCESS for ELLs assessment for language acquisition, and the Zoom Mathematics assessment for grades 6-8.

- Students at Orr middle school demonstrated an average Lexile growth of 107 Lexile points from September 2015 to May 2016.
 - 6th Grade Average Growth: +96L
 - 7th Grade Average Growth: +43L
 - 8th Grade Average Growth: +172L
- Students at Robison Middle School demonstrated an average Lexile growth of 65 Lexile points from September 2015 to May 2016.
 - 6th Grade Average Growth: +70L
 - 7th Grade Average Growth: +56L
 - 8th Grade Average Growth: +69L
- Finalized WIDA assessment data is not available at this time.
- Data regarding credits earned from the summer program at Global Community High School will be available after June 2016.
- Pre- and post-test data from the Zoom University summer program at Orr Middle School and Robison Middle Schools will be available after June 2016.
- See Figure 6, “CCSD Secondary School Data.”

Recommendation for Legislation

The following item is presented as recommendations for future legislation:

Recommendation: Allow for expenditures on professional development, recruitment and retention incentives, and family engagement to exceed 2% of the annual budget.

Including professional development, recruitment and retention incentives, and family engagement in the SB 405 legislation was an important addition to the legislation. The majority of funds were allocated for recruitment and retention incentives in CCSD, and the 2% cap only allowed CCSD to spend \$787,006.84 annually.

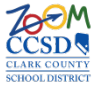
Approximately \$325,000 from SB 405 funds have been allocated for professional development for the 2015-2016 school year. To fund professional development and family engagement, additional funds from Title I and Title III were used to be able to achieve a satisfactory implementation of these requirements. The remainder of the 2% cap was allocated for recruitment and retention incentives, which amounts to about \$350 per teacher. It is questionable whether or not \$350 is enough money to attract and keep high-quality teachers at Zoom Schools.

Providing extensive professional development on instruction that benefits English learners, attracting and keeping high-quality teachers through incentives, and establishing a strong family and community connection to the schools will build sustainability for the accomplishments that occur every day in Zoom Schools. While it is clear that the successes of Zoom Schools have come from allocating nearly all of the funding to services that directly impact students, sustainable structures must be implemented so the schools will continue to be successful if Zoom funding were to cease. The legislation that created Victory Schools, SB 432, does not cap these structures at 2%.

The recommendation from CCSD is that any future legislation that extends the implementation of the Zoom School initiatives either increases or eliminates the 2% cap on professional development, recruitment and retention, and family engagement.

Table 1

CCSD Zoom Schools Receiving SB 504 Funds in 2014-2015

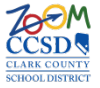


School	Total SB 504 Funds Used by School in 14-15	Student Enrollment on 14-15 Count Day (Including Pre-K)	% ELL (Active and Monitored) in 14-15 (Pre-K not included)
Cambeiro, Arturo ES	\$1,008,015.27	609	64.6%
Cortez, Manuel ES	\$1,315,985.40	871	58.2%
Craig, Lois ES	\$1,206,927.35	774	57.6%
Detwiler, Ollie ES	\$1,152,120.10	733	46.3%
Diaz, Ruben ES	\$1,172,898.35	794	58.2%
Earl, Ira ES	\$1,437,260.53	840	57.6%
Herron, Fay ES	\$1,475,205.28	902	76.8%
Lunt, Robert ES	\$1,114,596.99	604	69.0%
Martinez, Reynaldo ES	\$1,155,481.61	618	53.5%
Paradise ES	\$1,011,327.09	624	45.9%
Petersen, Dean ES	\$1,315,313.18	822	48.1%
Ronzone, Bertha ES	\$1,312,150.53	953	50.9%
Squires, C. P. ES	\$1,398,335.35	767	69.0%
Tate, Myrtle ES	\$1,244,378.35	745	53.8%
Warren, Rose ES	\$1,182,203.37	652	58.3%
Williams, Tom ES	\$1,331,393.53	958	65.3%

The differences in per-school costs are attributable to variables between school sites. These factors include, but are not limited to: start-up costs for new Zoom Schools, student enrollment, number of pre-k and kindergarten classrooms, the addition of portable classrooms, and differing salaries of licensed personnel.

Table 2

CCSD Zoom Schools Receiving SB 405 Funds in 2015-2016



School	Projected SB 405 Funds Used by School in 15-16	Student Enrollment on 15-16 Count Day (Including Pre-K)	% ELL (Active and Monitored) in 15-16 (Pre-K not included)
Cambeiro, Arturo ES	\$1,158,854	642	63.7%
Cortez, Manuel ES	\$1,253,931	840	58.0%
Craig, Lois ES	\$1,399,688	724	53.2%
Dailey, Jack ES	\$1,435,671	687	51.3%
Detwiler, Ollie ES	\$1,435,513	738	43.1%
Diaz, Ruben ES	\$1,399,688	718	59.4%
Earl, Ira ES	\$1,521,902	839	58.5%
Edwards, Elbert	\$1,420,648	748	51.5%
Herron, Fay ES	\$1,577,825	859	74.5%
Hewetson, Halle ES	\$1,555,924	939	63.6%
Lunt, Robert ES	\$1,281,469	628	69.9%
Lynch, Ann ES	\$1,486,482	790	52.1%
Martinez, Reynaldo ES	\$1,353,791	669	49.5%
Moore, William ES	\$1,264,769	646	59.8%
Paradise ES	\$1,156,304	570	43.5%
Petersen, Dean ES	\$1,470,899	853	47.0%
Pittman, Vail ES	\$1,457,473	612	39.5%
Ronzone, Bertha ES	\$1,435,293	874	49.6%
Rowe, Lewis ES	\$1,486,449	663	43.9%
Squires, C. P. ES	\$1,255,043	681	69.7%
Stanford ES	\$1,417,873	671	43.7%
Tate, Myrtle ES	\$1,377,993	761	50.3%
Twin Lakes ES	\$1,309,709	638	58.2%
Ward, Gene ES	\$1,419,756	748	55.1%
Warren, Rose ES	\$1,290,053	673	59.4%
Williams, Tom ES	\$1,433,366	988	66.4%
Orr, William MS	\$1,153,920	906	34.8%
Robison, Dell MS	\$1,158,111	1,200	37.7%
Global Community HS	\$598,173	194	88.1%

The differences in per-school costs are attributable to variables between school sites. These factors include, but are not limited to: start-up costs for new Zoom Schools, student enrollment, number of pre-k and kindergarten classrooms, the addition of portable classrooms, differing salaries of licensed personnel, and/or selection of implemented initiatives (secondary only).

Figure 1

English Language Proficiency Assessment Results

CCSD Zoom Schools

2013-2014 and 2014-2015



All students designated as English Language Learners in Nevada take the WIDA ACCESS assessment annually. The charts below show the results of the CCSD Zoom Schools in terms of AMAO Goal 1, an increase in language proficiency by .5 of a level or more for at least 50% of students, and AMAO Goal 2, at least 12% of students exiting ELL services. All 16 CCSD Zoom Schools made AMAO Goal 1 in 2014-2015, and 4 schools made AMAO Goal 2 in 2014-2015.

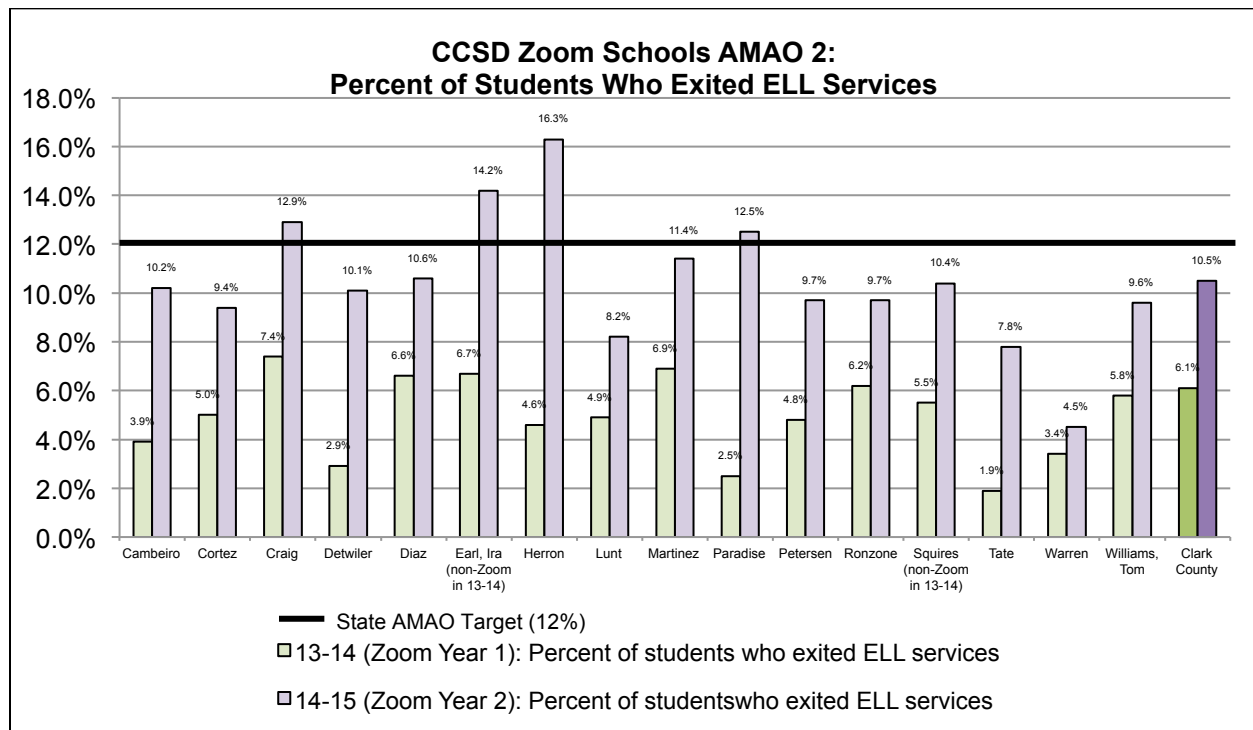
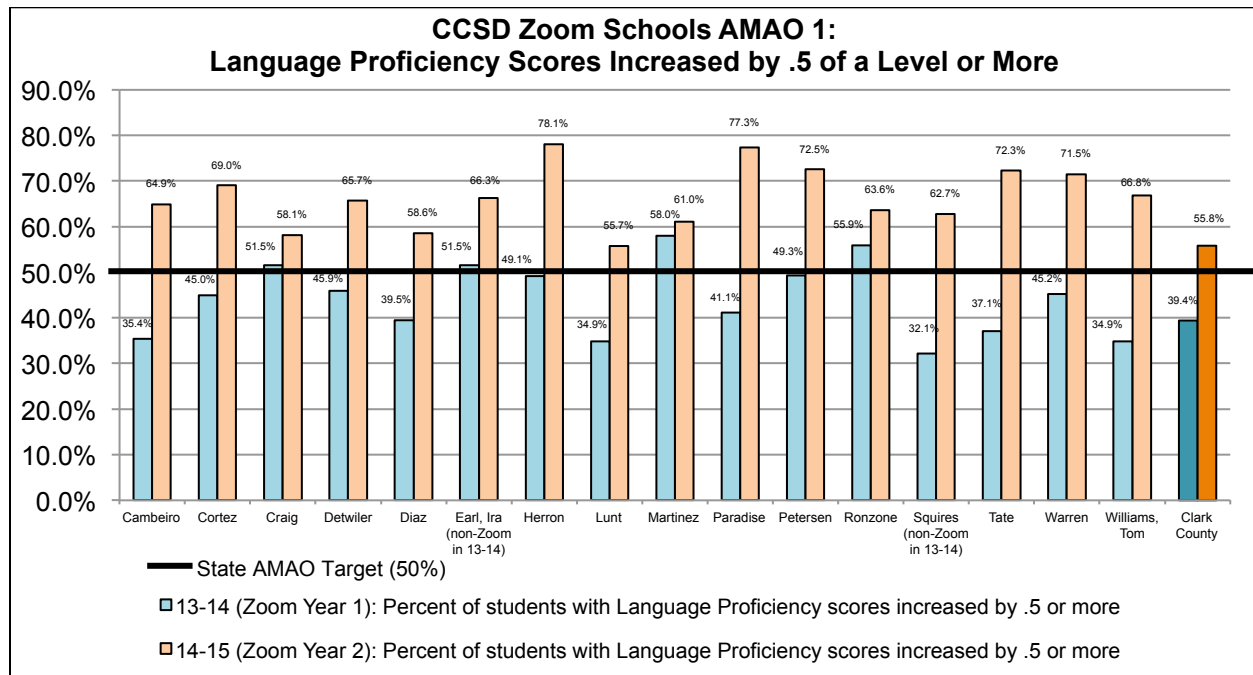
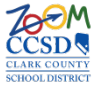


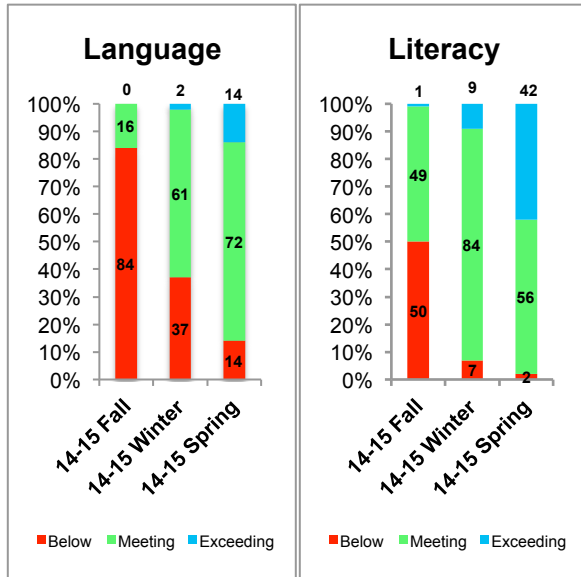
Figure 2

CCSD Zoom Pre-K Data 2014-2015



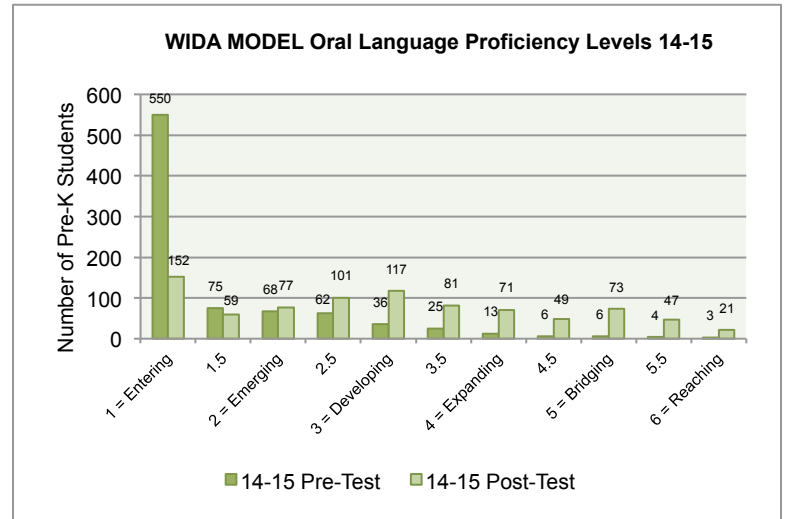
Teaching Strategies GOLD: Summary

The ongoing assessment and observation that teachers recorded using Teaching Strategies GOLD showed dramatic improvements in students' abilities in language and literacy. The graphs below show the progress of the Zoom Pre-K students throughout the 2014-2015 school year.



WIDA MODEL: Oral Language Proficiency

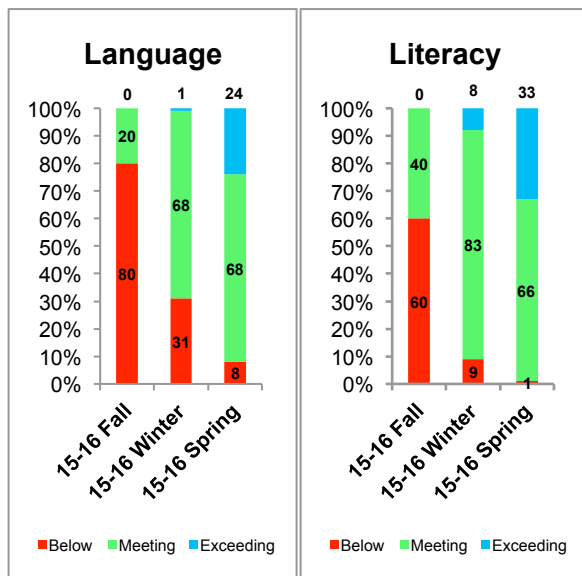
The Speaking and Listening portions of the Kindergarten WIDA MODEL assessment was administered to all Zoom Pre-K students upon entry, and again at the end of the school year. The scores from these 2 assessments were combined using WIDA's weighting formula to determine each student's Oral Language Proficiency Level. Among students who were given both the pre-test and post-test, oral proficiency increased from an average of 1.5 (between Entering and Emerging) to an average of 3.0 (Developing).



2015-2016

Teaching Strategies GOLD: Summary

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WIDA MODEL: Oral Language Proficiency

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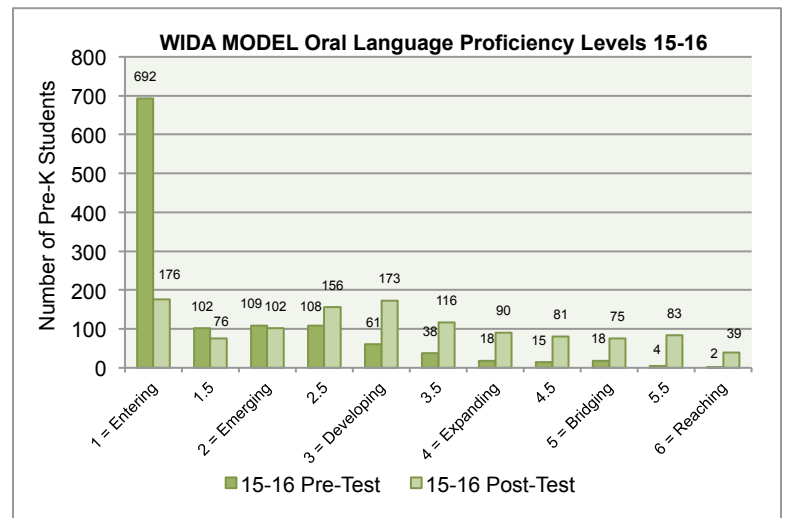


Figure 3

CCSD Zoom Kindergarten Data 2014-2015



Zoom Kindergarten Essential Skills (Literacy)

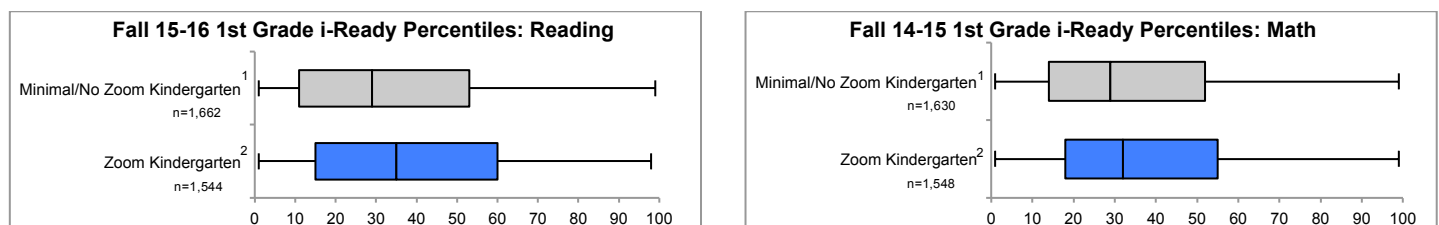
Kindergarten teachers assessed their students using the Zoom Kindergarten assessment at 3 points during the 2014-2015 school year, and the progress on these literacy skills can be seen in the chart below. In most categories, over 70% of students were able to perform the given task completely at the end of the school year.



i-Ready Diagnostic Assessment: Fall 2015-2016

The graphs below show the results of the nationally normed i-Ready diagnostic assessment that was given to all CCSD Zoom School first grade students at the beginning of the 2015-2016 school year. Students who had attended at least 6 months of Zoom Kindergarten in 2014-2015 outperformed the students who either did not attend a CCSD Zoom School Kindergarten class or were enrolled for less than 6 months.

The median percentiles for students attending Zoom Kindergarten were 35 for Reading and 32 for Math, while the median percentiles for students who did not attend at least 6 months of Zoom Pre-K were 29 for Reading and 29 for Math.



¹ Students in the "Minimal/No Zoom Kindergarten" group either did not attend a CCSD Zoom School Kindergarten program or were enrolled for less than 6 months.

² Students in the "Zoom Kindergarten" group were actively enrolled in a CCSD Zoom School Kindergarten program for 6 or more months.

Figure 4

CCSD Zoom Reading Center Data 2013-2014 & 2014-2015

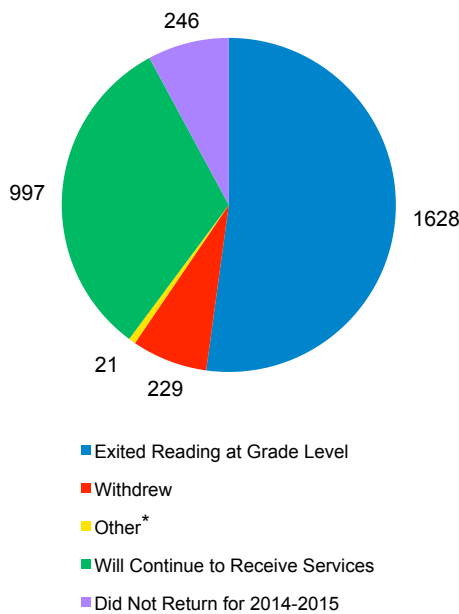


DRA (Developmental Reading Assessment)

Students who receive services from the Zoom Reading Centers are assessed at the beginning and end of the school year with the DRA to determine their instructional needs and their progress toward grade level proficiency. Students whose assessments results indicate that they are reading at grade level are exited from Zoom Reading Center services and monitored in their classroom to ensure that their skills are transferring to their work in the classroom.

In the 2013-2014 and 2014-2015 school years, 3,121 total students received services in the Zoom Reading Centers. Of these students, 1,628 (52%) exited from the Zoom Reading Center reading proficiently at grade level.

Zoom Reading Centers Two-Year Summary 13-14 and 14-15

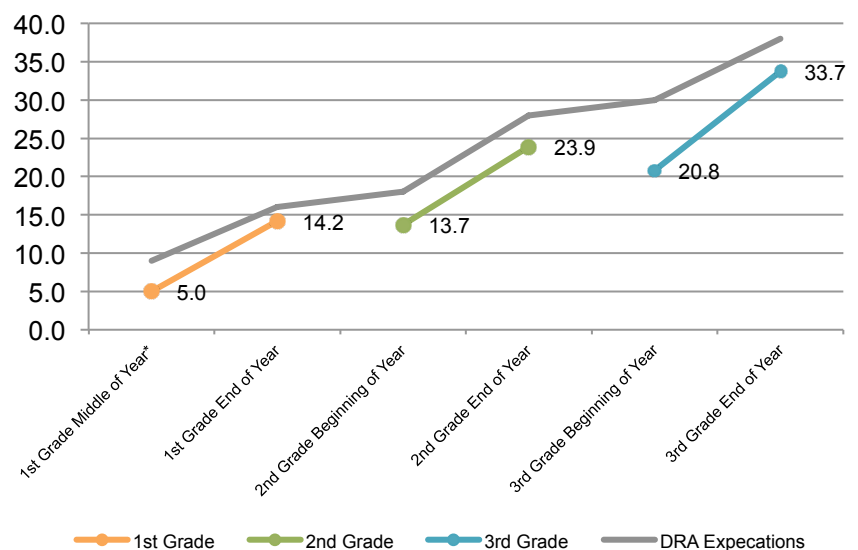


* Other circumstances for exiting a Reading Center include a student receiving an IEP mid-year, being removed by the request of a parent, etc.

DRA 14-15

Students who received services from a Zoom Reading Center were, on average, below grade level at the beginning of the school year. While not all students were reading on grade level at the end of the school year, on average the students who received services made progress that was equal to or greater than the amount of progress that is expected.

Zoom Reading Center 2014-2015: Average DRA Scores



* Because the majority of first grade students who received services from the reading centers were first given the DRA assessment in January 2014, the scores indicated correspond with the middle of the school year.

2015-2016

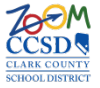
While data for the Zoom Reading Centers in the 2015-2016 school years has not been finalized, a projection of the number of students that will exit Zoom Reading Center services reading proficiently at grade level is provided. The projected 60% rate of students reaching grade level proficiency in 2015-2016 is a strong increase over the results from 2013-2014 and 2014-2015.

At the time of the submission of this report, the 22 9-month elementary Zoom Schools have completed end-of-year DRA assessments. The 4 12-month elementary Zoom Schools will perform these assessments in June 2016. The results below include the 9-month schools only.

1 st Grade		2 nd Grade		3 rd Grade		Total	
Total Students	Number Reading at Grade Level in Spring 15-16	Total Students	Number Reading at Grade Level in Spring 15-16	Total Students	Number Reading at Grade Level in Spring 15-16	Total Students	Number Reading at Grade Level in Spring 15-16
583	321 55%	764	446 58%	683	455 67%	2,030	1,222 60%

Figure 5

CCSD Zoom Summer Academy Data 2014-2015

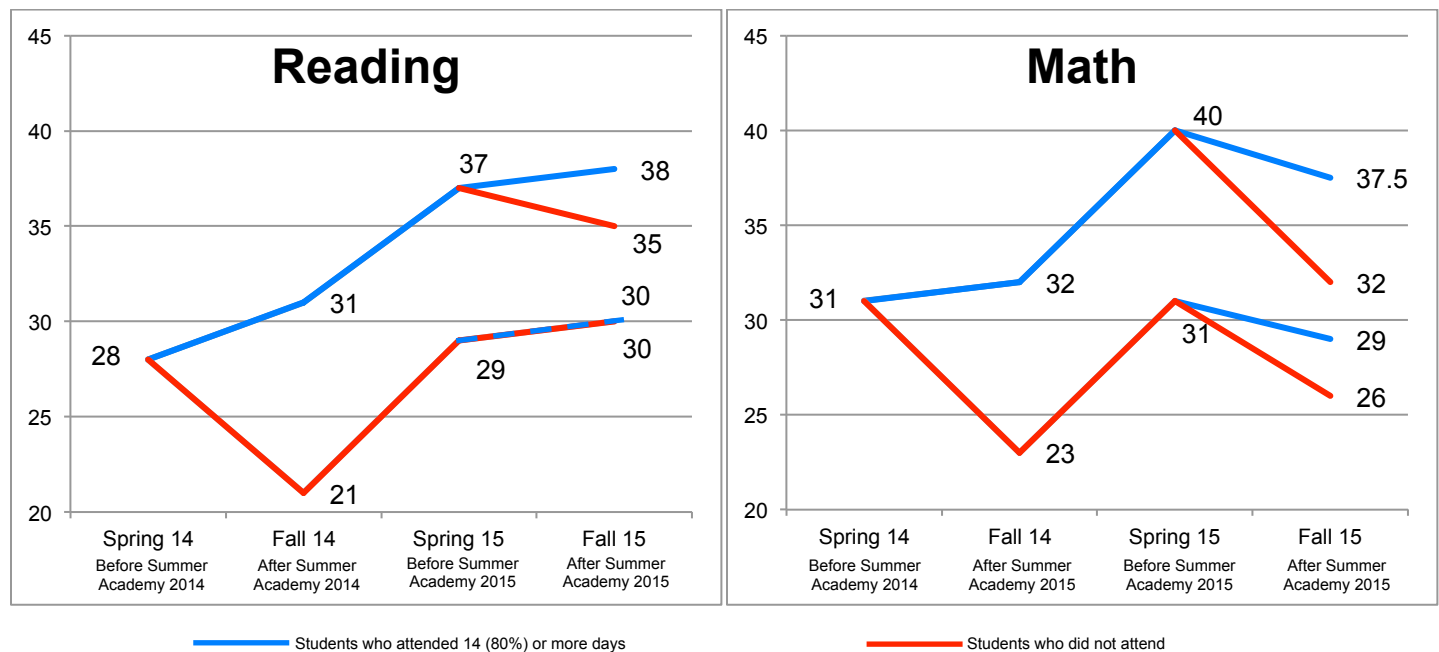


MAP (Measures of Academic Progress) Assessment: Fall 2014-2015

Students at CCSD Zoom Schools who had scores from the MAP assessments in 2013-2014 and 2014-2015 and scores from the i-Ready assessment in 2015-2016 were disaggregated into students who attended at least 80% (14 or more days) of Zoom Summer Academy, students who attended less than 80% (1 to 13 days) of Zoom Summer Academy, and students who did not attend Zoom Summer Academy. The group of students who attended between 1 and 13 days were omitted from the graphs below.

In reading, the median percentile for the students represented was 28 on the Spring 13-14 MAP assessment. After 2 years of Zoom Summer Academy, students who attended 14 or more days both years had a median percentile of 38, while the group of students who did not attend at all in either summer had a median percentile of 30.

In math, the median percentile for the students represented was 31 on the Spring 13-14 MAP assessment. After 2 years of Zoom Summer Academy, students who attended 14 or more days both years had a median percentile of 37.5, while the group of students who did not attend at all in either summer had a median percentile of 26.



Data only includes students who have scores for all 4 data points (3,133 students). Percentile scores from Spring 2014, Fall 2014, and Spring 2015 are from the nationally normed MAP assessment. Percentile scores from Fall 2015 are from the nationally-normed i-Ready assessment.

Zoom Summer Academy Teacher Survey

Since the curriculum used for Zoom Summer Academy was designed and written by curriculum experts within CCSD, teachers who participated were surveyed in order to gain feedback on the curriculum and its effect on students. The data below demonstrates the responses from the 352 teachers that completed the survey.

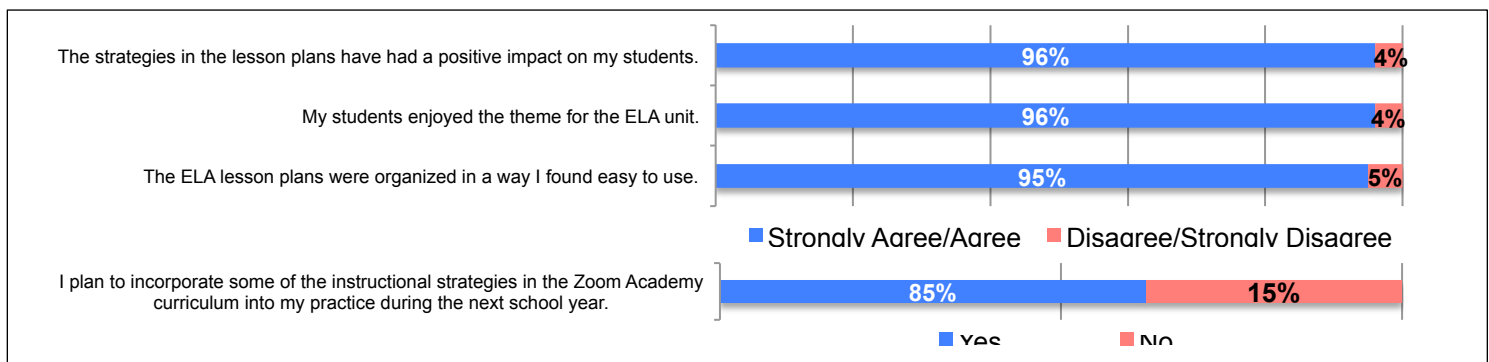
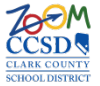


Figure 6

CCSD Secondary Zoom School Data 2015-2016

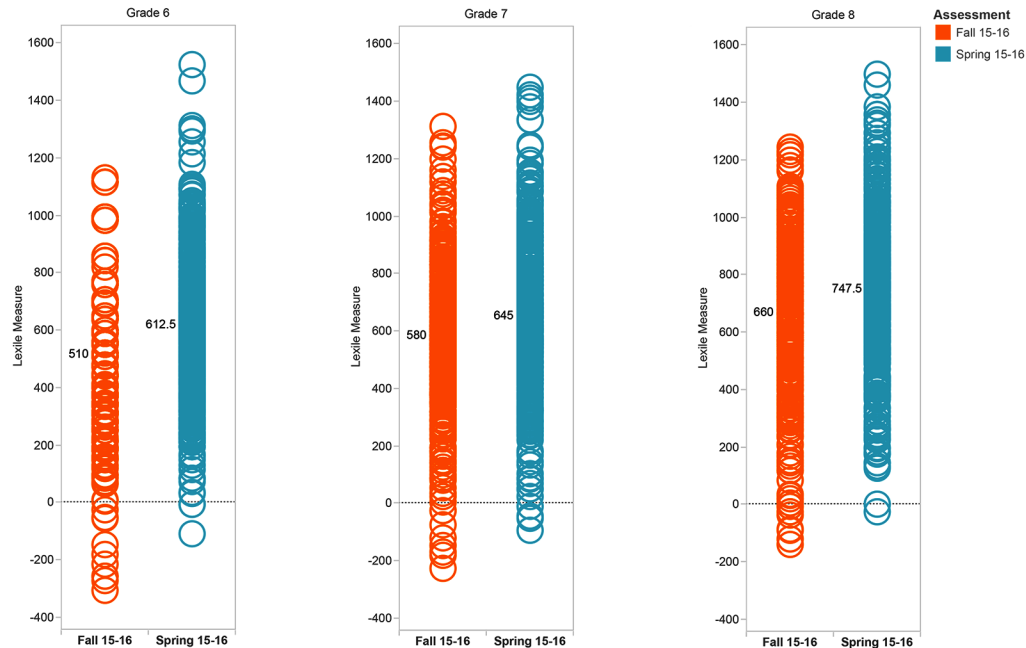


Student Lexile Scores from Achieve 3000

Students at the Zoom middle schools were given a pre-test and a post-test using Achieve 3000 to determine each student's Lexile measure.

- In grade 6, the median for all students on the pre-test increased from 510L to 612.5L on the post-test. For English Language Learners in grade 6, the median increased from 380L to 465L.
- In grade 7, the median for all students on the pre-test increased from 580L to 645L on the post-test. For English Language Learners in grade 6, the median increased from 475L to 550L.
- In grade 8, the median for all students on the pre-test increased from 660L to 747.5L on the post-test. For English Language Learners in grade 6, the median increased from 497.5L to 607.5L.

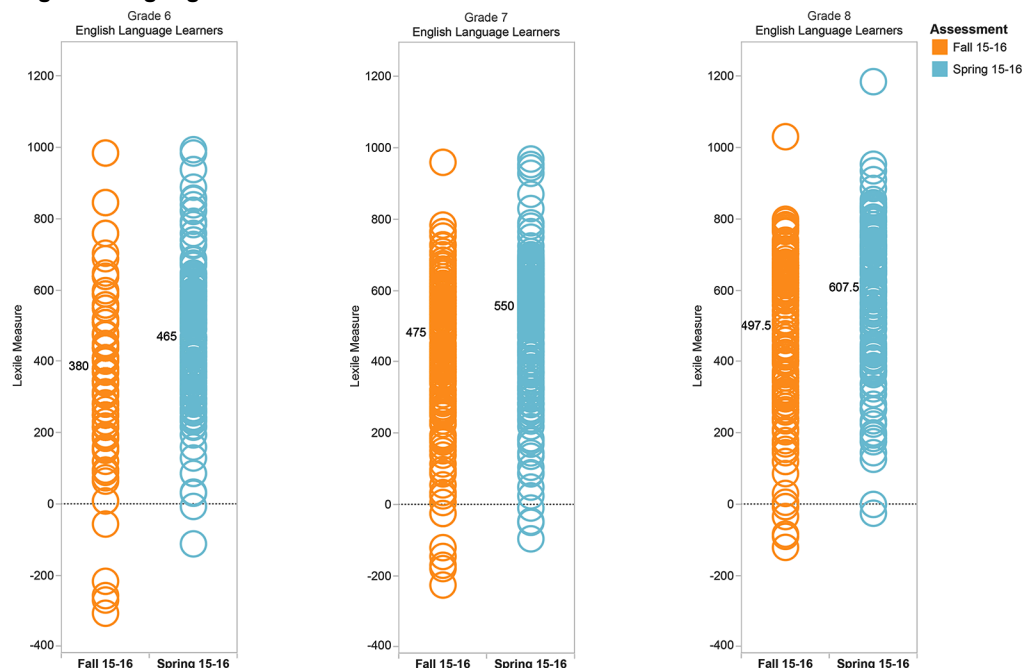
All Students



Reading Level Expectations

Grade Band	College and Career Ready Lexile Ranges
Pre-K – 1	BR – 530L BR = "Beginning Reader" Achieve 3000 quantifies BR levels with negative numbers
2 – 3	420L – 820L
4 – 5	740L – 1010L
6 – 8	925L – 1185L
9 – 10	1050L – 1335L
11 – 12	1185L – 1385L

English Language Learners





SB 405 Zoom Annual Report

2015 – 2016 SY

Programs and Services Evaluation of Effectiveness

ABSTRACT

English Language Learners are the nation's fastest growing, student population, yet they are disproportionately underserved and underachieving. The continuation of Zoom funding will better ensure that the "process of scaling up" across multiple schools has the time and continuity to experience and develop the ideas, goals, and changes in their full complexity. Major change takes time to enhance school environments for growth through the appropriation and experimentation of collective expertise and knowledge. Building an interdependent culture – peer-to-peer interchange of ideas, concrete exemplars, and explanations from practitioners at a variety of levels of expertise and experience enhances the depth and sustainability of change, ultimately leading to growth and learning for children in our most urgent schools in need.

Submitted by

Eric J. Feeney, PhD

Zoom School Administrator

Joshua B. Padilla, PhD

Program Evaluator

Washoe County School District

Executive Brief

ZOOM SERVICE

- **15 Schools** (14 Elementary & 1 Middle School – SY 2015-2016)
- **7300** students served
- **24 Schools** (Expanding to 20 Elementary & 4 Middle Schools – SY 2016-2017)

FULL PROGRAM IMPLEMENTATION

- **Pre-K program** – 14 classrooms and 520 students served
- **Full-Day Kindergarten** – 50 classrooms and 908 students served
- **Intersessions & Summer Academy** – 18 additional instructional days and 2372 students enrolled
- **Reading Skills Centers** – Small group literacy instruction provided daily and 5396 students served

STUDENT ACHIEVEMENT

- **Pre-K WIDA-MODEL** – Students' oral language proficiency average scores increased 1.6 to 2.9
- **Kindergarten Developmental Reading Assessment (DRA)**
 - Zoom cohorts evidenced the largest on-pathway increases of 16% & 8% from 2013 to 2015
- **ACCESS** – Number of LEP students exited increased in 11 of 14 schools from 2015 to 2016

PROFESSIONAL DEVELOPMENT

- Approximately 800 staff trained in literacy and language acquisition best practice; with learner-perspective ratings reporting increases in new knowledge/skills.

PROGRAM SUCCESSES CURRENTLY NOT ZOOM FUNDED (Due to 2% Cap Restriction)

- **Family Engagement** – A variety of programs and structures support families:
 - Parent Involvement Facilitator (PIF) & Family Engagement Plan (All Zoom Schools)
 - Parent Teacher Home Visit Project (Nine Zoom Schools)
 - Academic Parent Teacher Teams (APTT) (Three Zoom Schools)
 - Parent University (10 Schools)
- **Statewide Collaboration** – Sharing collective expertise across NDE, WCSD, & CCSD

RECOMMENDATIONS

Maintaining uninterrupted programming and services will be dependent upon legislators' decision to *continue* Zoom funding for the next biennium – 2017-2019.

- 1) WCSD recommends funding to *continue* for the Zoom initiative, which will allow sustained support of the scaling up of Zoom to a total of 24 schools. Continued Zoom funding will provide WCSD the resources and opportunity to provide the following critical programming:
 - **Pre-K** – supporting critical early literacy skills.
 - **Reading Skills Centers** – providing responsive small group literacy instruction daily.
 - **Intersessions/Summer Academy** – providing additional intervention instruction for students in need beyond the regular school day.
- 2) WCSD recommends that the 2% spending cap placed on available funds be eliminated to allow WCSD the ability to better support Zoom schools through high quality teacher professional development opportunities, effective teacher recruitment and retention incentives, and family engagement activities leading to successful language acquisition growth for all Zoom school students.

Zoom School Programming

SB 405 funds were used for programming in 15 Washoe County School District (WCSD) schools (14 elementary and one middle school) during the 2015-16 SY to implement key initiatives mandated in the legislation: **Pre-K, Full-Day Kindergarten with reduced class sizes, Reading Skills Centers, and Intersession/Summer Academy**. The 15 Zoom schools (see Table 1) served approximately 32% ELL, 21% FRL, and 11% of the overall WCSD student population.

Although WCSD elected to use funds for the purpose of **professional development**, in lieu of family engagement and recruitment and retention incentives for teachers, schools were still able to support **family engagement**; working successfully with families through a variety of programs and structures:

- Parent Involvement Facilitator (PIF) & Family Engagement Plan (All Zoom Schools)
- Parent Teacher Home Visit Project (Nine Zoom Schools)
- Academic Parent Teacher Teams (APTT) (Three Zoom Schools)
- Parent University (10 Zoom Schools)

Table 1. WCSD Zoom Schools Receiving SB 405 Funds in 14-15 & 15-16 SY				
School	14-15 Funds Used	Approximate 15-16 Funds Used	Enrollment 15-16 (No Pre-K)	% ELL in 15-16 (No Pre-K)
ANDERSON ELEMENTARY	\$564,112	\$468,715	450	44%
BERNICE MATHEWS ELEMENTARY	\$653,417	\$571,316	643	50%
DOROTHY LEMELSON S.T.E.M. ACADEMY	***	\$447,023	389	39%
ECHO LODER ELEMENTARY SCHOOL	\$671,234	\$564,836	565	66%
FRED W. TRANER MIDDLE SCHOOL	***	\$257,102	777	33%
GLENN DUNCAN STEM ACADEMY	\$536,419	\$471,510	408	51%
KATE SMITH ELEMENTARY	***	\$328,559	320	50%
LINCOLN PARK ELEMENTARY	***	\$371,276	402	36%
LOIS ALLEN ELEMENTARY	***	\$433,988	563	40%
MARIPOSA DUAL LANGUAGE ACADEMY	***	\$145,577	137	--
RITA CANNAN ELEMENTARY	\$648,156	\$547,533	612	45%
ROBERT MITCHELL ELEMENTARY	***	\$346,910	429	39%
ROGER CORBETT ELEMENTARY	\$573,766	\$469,276	507	59%
SUN VALLEY ELEMENTARY	\$627,872	\$553,462	676	50%
VETERANS MEMORIAL S.T.E.M. ACADEMY	\$482,733	\$444,274	422	49%
TOTAL	\$4,757,709	\$6,500,510	7300	--

*** Not identified as a Zoom school in 14-15 SY

Below are descriptions and highlights of the program structure and design, program costs, number of students receiving services, cost per student, evidence of program successes, and data sources being used to monitor effectiveness, as well as for ongoing program evaluation.

Zoom Pre-K

There are 14 Pre-Kindergarten classrooms serving approximately 520 students. The program structure is 2.5 hours per day, 4 days per week. Pre-K students gain important school readiness skills through high quality Pre-K programming that incorporates curricula based on the Nevada Pre-K Content Standards. The Pre-K classrooms have learning centers that promote pre-reading and writing skills, math, movement, music, language, literacy, science, art, self-help skills and socialization. This type of learning environment and curriculum provides Pre-K students with the foundational skills necessary to be successful in the transition to Kindergarten.

14 PRE-K CLASSROOMS PROVIDE CRITICAL EARLY LITERACY SKILLS TO APPROXIMATELY 520 STUDENTS.

The program is evaluated on an ongoing basis with district-approved language assessments: WIDA-Measure of Developing English Language (MODEL) and the Kindergarten Readiness Portfolio.

The estimated cost of Pre-K programming in 14-15 SY and 15-16 SY along with the number of students participating is reported in the table below.

School Year	Total Cost of Pre-K	Number of Students Served	Cost Per Student
2014 – 2015	\$486,388	225	\$2,162
2015 – 2016	\$583,757*	520	\$1,123*

*Projected figures

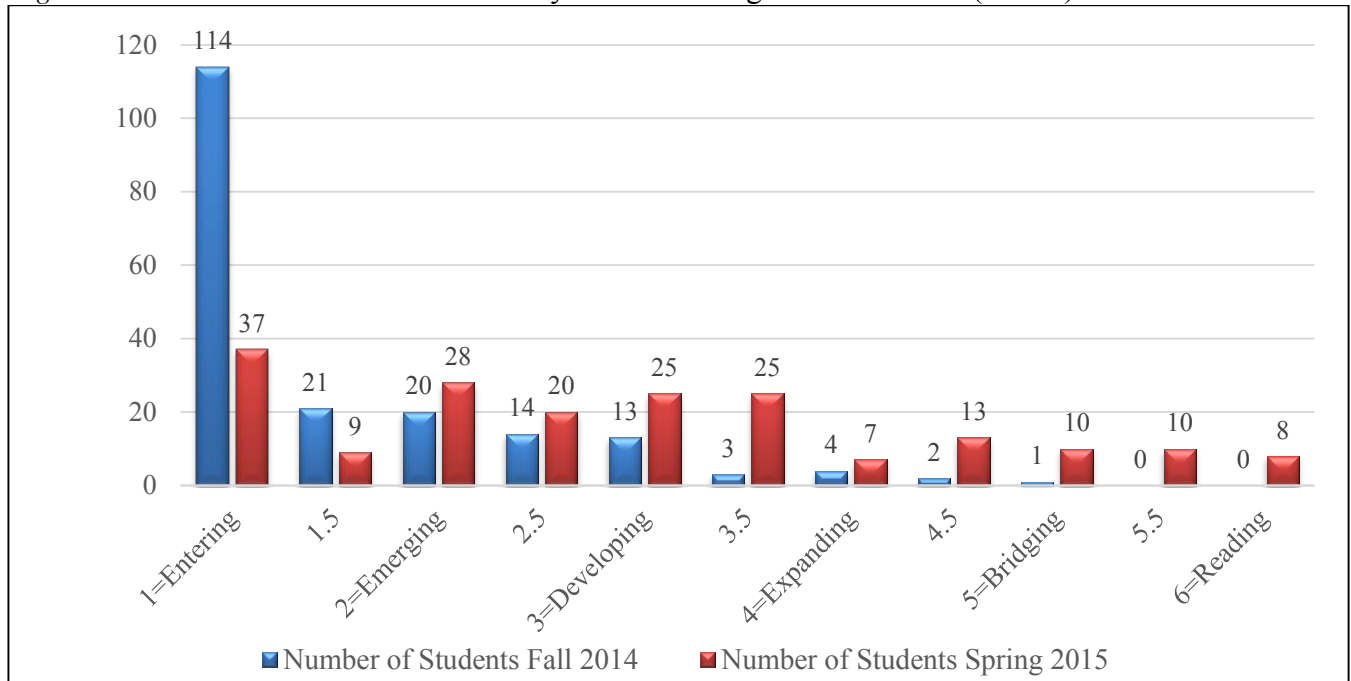
Pre-K Program Successes:

- Implemented a new Pre-K program at Lemelson STEM Academy and Mariposa Dual Language Academy; **full program implementation in each of the 14 Zoom schools.**
- 2014-15 SY Kindergarten teachers indicated on a survey that students who had been in a Pre-K Zoom program were more prepared for Kindergarten than other students.
- The Pre-K program provides ongoing parenting education that includes family literacy events, parent-child activities, and a variety of parent workshops. Parents set literacy goals, attend family workshops and agree to increase Parent and Child Time (PACT). Attendance at a variety of family engagement workshops during the 13-14 SY numbered over 300; based upon survey feedback, 96% of Zoom families agreed that the workshops helped support their child's preparedness for Kindergarten.
- Home-to-school support activities occurred on Wednesdays including home visits and site-based parent/guardian workshops.

Pre-K Students' Linguistic Achievement

For the first time ever in the Washoe County School District, the Speaking and Listening portions of the Kindergarten WIDA-MODEL assessment was administered to Pre-K students (during the 13-14 SY) to assess their oral proficiency level on a scale of 1 (Entering) through 6 (Reaching). Figure 1 shows a comparison of students' recorded scores between the Fall 2014 pre-test and May 2015 post-test (n=192) – oral proficiency increased from an average of 1.6 (between Entering and Emerging) to 2.9 (Developing).

Figure 1. WIDA-MODEL Oral Proficiency Scores Among Pre-K Students (n=192)



The average Standard score on the Expressive One Word assessment has increased over 8 points (among Pre-K students who have pre-test scores during the Fall and post-test scores in the Spring), suggesting that many students' development has *accelerated* during their Pre-K year.

The average Standard scores on the Peabody Picture Vocabulary Test (among Pre-K students who have recorded pre-test scores during the Fall and post-test scores in the Spring) has increased over 7 points, suggesting that many students' development has *accelerated* during their Pre-K experience.

Zoom Full-Day Kindergarten

There are currently 50 Kindergarten classrooms serving approximately 908 students in a full-day program. The Washoe County School District Kindergarten Program uses developmentally appropriate practices based on the Nevada Academic Content Standards in conjunction with the aligned WIDA Standards (i.e., standards that focus on academic language development and academic achievement for linguistically diverse students). Kindergarten instruction includes teacher facilitated small group activities, whole group experiences, one-on-one intervention, and explorations in center based environments. Daily curriculum objectives integrate academic instruction with the creative arts, social emotional, and physical development in order to support learning for the whole child.

During the 15-16 SY, 50 Kindergarten teachers served 908 full-day Kindergarten students at 14 Zoom elementary schools with an average 19:1 student-to-teacher ratio; providing early literacy skills.

50 FULL-DAY KINDERGARTEN CLASSROOMS
PROVIDE CRITICAL EARLY LITERACY SKILLS TO
APPROXIMATELY 908 STUDENTS.

The estimated cost of the Kindergarten program in 14-15 SY and the 15-16 SY along with the number of students participating is reported in the table below.

School Year	Total Cost of Full-Day Kindergarten	Number of Students Served	Cost Per Student
2014 – 2015	\$2,561,683	709	\$3,613
2015 – 2016	\$3,583,385*	908	\$3,946*

*Projected figures

The Developmental Reading Assessment (DRA) and the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) performance scores serve as the primary metrics to measure Zoom program effectiveness in Kindergarten. Represented in Figure 2, English Language Learner (ELL) Kindergarten cohorts from Year 1 Zoom schools evidenced the largest on-pathway increase of 8% as compared to ELL cohorts district-wide at 3%.

Figure 2. Kindergarten Cohort (LEP) DRA On-Pathway – 2013 to 2015

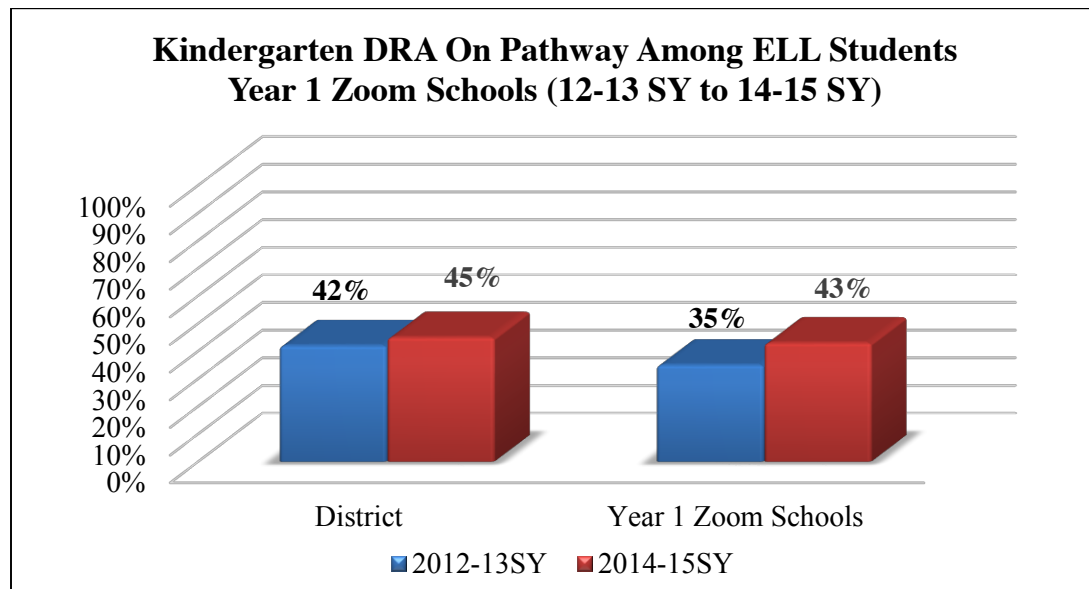
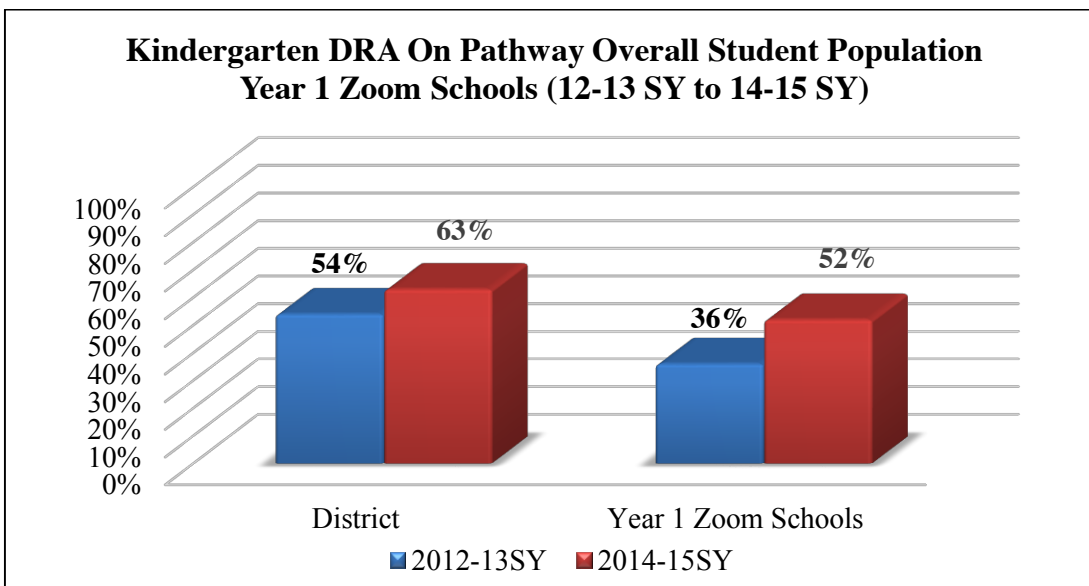
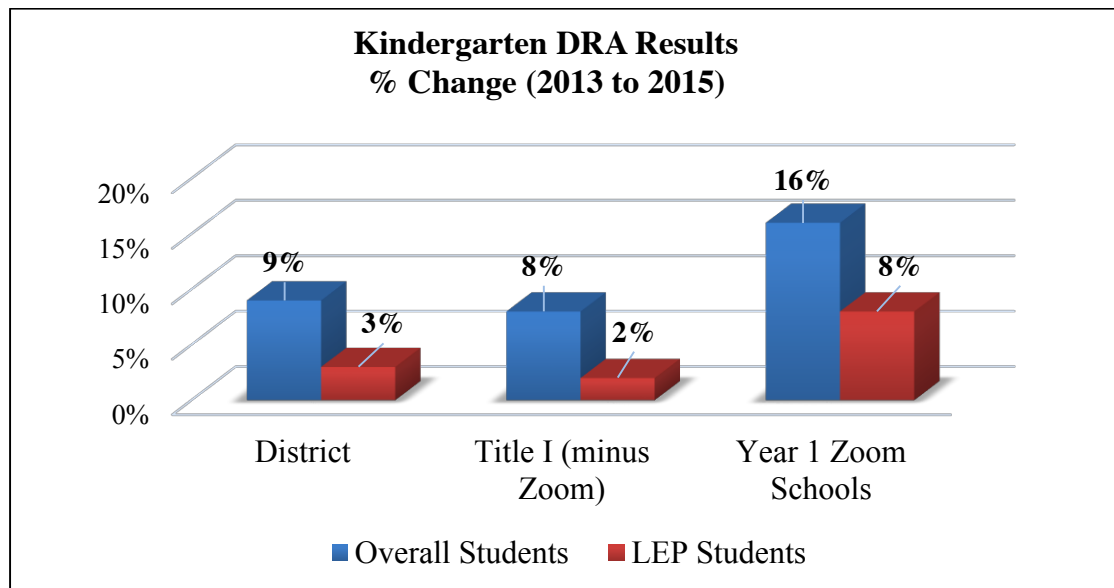


Figure 3. Kindergarten Cohort (Overall) DRA On-Pathway – 2013 to 2015



Represented in Figure 3 (p. 5), overall Kindergarten student population from Year 1 Zoom schools evidenced the largest on-pathway increase of 16% as compared to overall student population district-wide of 9%. Year 1 Zoom schools continue to outpace with significant more growth than other comparison groups. Extending the analysis deeper among different Kindergarten groups, DRA scores were compiled for other Title I schools (minus Zoom) so a comparison of schools with similar demographics (i.e., high ELL & FRL) could be made among three distinct student groups: 1) District, 2) Title I (non-Zoom), and 3) Year 1 Zoom. Figure 4 highlights how Year 1 Zoom schools continue to outpace not only District schools, but also other Title I (non-Zoom) schools: 16% to 8% (overall) and 8% to 2% (ELL).

Figure 4. Kindergarten Cohort DRA On-Pathway – 2013 to 2015



The Kindergarten program will continue to be evaluated on an ongoing basis using the following assessments: 1) WIDA-ACCESS Placement Test (W-APT), 2) Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS), and 3) Developmental Reading Assessment (DRA).

Kindergarten Program Successes:

- Analysis of both the overall student population and LEP students at year 1 Zoom schools indicate that the Kindergartners are closing the achievement gap. What began as an 18% gap in overall student on-pathway has decreased to 9%. The gap is decreasing between the Zoom schools and the overall school district while both the district and Zoom schools are experiencing increases in their percent of kindergarten students' on-pathway as measured by the DRA.
- Between 2013 and 2015, the proportion of Kindergarten students on-pathway increased both among the ELL population and the overall student population at year 1 Zoom schools. Year 1 Zoom schools experienced an increase of 16% among all Kindergartners (compared to 9% by the overall district), and an 8% increase among ELL students (compared to 3% among the overall district).
- Additional Kindergarten teachers were hired to ensure that full-day programs with a 19:1 ratio were implemented at each Zoom school at the beginning of the school year.
- Additional literacy curriculum, instruction, and assessment resources, such as computer technology, leveled readers, and literacy intervention resources were purchased for teachers to support instruction in all Kindergarten classrooms.

Zoom Reading Skills Center

The design of the Reading Skills Center is an embedded model in the regular classroom where students receive *responsive small group instruction* (i.e. Guided Reading) daily as part of a structured literacy block (i.e. 60-90 minutes) built into the school's regular instructional day. An embedded model provides all students access to high quality Tier 1 instruction, while also receiving small group instruction. The Reading Skills Center provides targeted intervention using curriculum literacy materials, as well as strategically implementing additional staff (i.e., Teaching Assistants) to assist teachers in planning, as well as facilitating small student groups with guided reading instruction.

A diagnostic assessment (e.g., running records) informs how students are leveled and strategically placed into small groups (i.e., 5-6 students) based on analysis of data. During guided reading instruction, students receive rigorous and personalized instruction tailored to their *instructional* reading level with a focus on specific reading skills each student

must master in order to access more challenging texts. Through the use of running records and kid watching (i.e., formative assessment), guided reading serves as an authentic diagnostic learning activity to ensure that students are making steady progress toward reading proficiency. Two Zoom Schools Facilitators monitor and provide support to teachers with literacy instruction across all Zoom schools.

STUDENTS RECEIVE RESPONSIVE SMALL GROUP INSTRUCTION; TAILORED TO THEIR READING LEVEL AS PART OF A STRUCTURED LITERACY BLOCK DAILY.

The program will be evaluated on an ongoing basis with the DRA for K-2, SBAC assessment for Grades 3-6, and ACCESS assessment for K-6. Additionally, principals use classroom observation evidence throughout the school year to monitor and inform instruction; providing school leaders with data on the consistency and quality of guided reading implementation. These data are used ongoing throughout the school year to identify areas for improvement; providing feedback on key literacy components as part of an effective guided reading lesson (e.g., selecting an appropriate level text, introducing the text, students reading and problem-solving with text, and checks for understanding) to teachers and teacher assistants.

The use of a myriad of assessment tools are a critical part of monitoring the implementation and effectiveness of the Reading Skills Centers. The following outlines the important purpose and use of assessments for the Zoom initiative.

Purpose and Use of Assessments for ELLs:

- Helps students and families understand current level of English language proficiency along the developmental continuum;
- Serves as part of a plan utilizing multiple measures to determine whether students are on-pathway and/or prepared to exit English language support programs;
- Generates information that assists in determining whether ELLs have attained the language proficiency needed to participate meaningfully in content area classrooms without program support;
- Provides teachers with information they can subsequently use to enhance instruction and learning in programs for their English language learners;
- Provides WCSD with information that will help evaluate the effectiveness of the ELL programs.

The estimated cost for running the Reading Skills Centers for 14-15 SY and 15-16 SY along with the number of students participating is reported in the table below.

School Year	Total Cost of Reading Skills Centers	Number of Students Served	Cost Per Student
2014 – 2015	\$1,172,070	3653 (1 st – 6 th grade)	\$321
2015 – 2016	\$1,722,695*	5396*	\$319*

*Projected figures

Reading Skills Centers Program Successes:

- Each school set the expectation that responsive small group instruction (i.e., Guided Reading) be embedded as a daily part of teachers’ instruction within a structured literacy block built into the master schedule; monitoring and providing feedback as part of a continuous improvement process;
- An extensive network of resources has been established for teachers to access resources to support changes in literacy instruction, such as engaging in coaching with feedback, built in time to collaborate, and access to high quality literacy curriculum materials for each classroom (e.g. leveled-readers, spelling cards, electronic book subscriptions) to support students during the structured literacy block;
- Principals strategically hired, provided access to training, and aligned new staff (three teacher assistants) to support literacy by working as part of a grade-level team; planning, monitoring, and facilitating small group reading instruction with students;
- A consistent message regarding the effectiveness of grouping and mixing students within classes by ability (i.e., DRA level) or for small groups is that the instructional materials and the nature of instruction is consistently adapted for these specific small reading groups. During small group guided reading, teaching is varied and made appropriately challenging (i.e., at the student’s instructional level) to accommodate the needs of students at their different levels of ability.

Developmental Reading Assessment (DRA): A student’s DRA reading level indicates where the student is currently reading at an *independent* level. The proficiency percentages presented below, indicate the percentage of students on-pathway. On-pathway is defined by exceeding an established benchmark cut score at each grade level.

Three years of DRA on-pathway levels are presented below for the Zoom schools, by grades K, 1, and 2, followed by data on LEP students.

Year 1 Zoom School Analysis

The data presented in this section outline the proportion of students on-pathway according to the DRA at *Year 1 Zoom schools* (2013-14 SY). Percentages are presented for both the overall students at each school and the LEP students at each school. The percent of students who are on-pathway according to the DRA are compared for change/growth to the baseline established for schools prior to receiving Zoom funds (i.e., Spring 2013 scores) and the most recent data available (i.e., Spring 2016 scores). Table 2 represents the “overall” student population and Table 4 the “LEP” population. In addition, Table 3 and Table 5 provide comparison information between the overall District, Title I schools, and Year 1 Zoom schools for context.

Table 2. 2013-16 SY Zoom School DRA Results Overall Students						
School	Grade	Spring DRA 2013	Spring DRA 2014	Spring DRA 2015	Spring DRA 2016	13 to 16 Change %
Anderson	K	24%	57%	44%	64%	40%
	1	54%	48%	52%	45%	-9%
	2	48%	51%	69%	62%	14%
Corbett	K	42%	64%	69%	36%	-8%
	1	44%	48%	64%	66%	22%
	2	50%	56%	71%	49%	-1%
Duncan	K	44%	60%	53%	39%	-5%
	1	47%	54%	54%	40%	-7%
	2	42%	38%	44%	37%	-5%
Loder	K	44%	38%	45%	41%	-3%
	1	53%	49%	36%	44%	-9%
	2	41%	47%	32%	43%	2%
Mathews	K	33%	70%	49%	59%	26%
	1	48%	48%	66%	66%	18%
	2	52%	49%	56%	60%	8%
Veterans	K	30%	58%	63%	40%	10%
	1	19%	45%	35%	52%	33%
	2	17%	38%	23%	45%	28%

Table 3. COMBINED DRA Results Overall Students						
School	Grade	Spring DRA 2013	Spring DRA 2014	Spring DRA 2015	Spring DRA 2016	13 to 16 Change %
District	K	54%	64%	63%	61%	7%
	1	57%	62%	62%	62%	5%
	2	59%	63%	63%	61%	2%
Title Schools Combined (minus Zoom Year 1 Schools)	K	53%	59%	61%	55%	2%
	1	50%	55%	52%	56%	6%
	2	48%	53%	57%	54%	6%
Year 1 Zoom Schools Combined	K	36%	58%	52%	47%	9%
	1	44%	48%	52%	53%	9%
	2	44%	47%	50%	50%	6%

Analyzing DRA scores for “overall” students yielded the following outcomes reported in Table 2. The majority of grade bands (10 of 18, 56%) experienced increases in the number of students determined to be on-pathway by the DRA from 2013 to 2016. Table 3 highlights that Year 1 Zoom schools, as a group, experienced a greater increase in the percentage of students identified as being on-pathway by the DRA as compared to Title 1 schools (minus Zoom) and the District overall.

Table 4. 2013-16 SY Zoom School DRA Results LEP Students						
School	Grade	Spring DRA 2013	Spring DRA 2014	Spring DRA 2015	Spring DRA 2016	13 to 16 Change %
Anderson	K	27%	31%	37%	48%	21%
	1	48%	44%	22%	33%	-15%
	2	35%	38%	65%	42%	7%
Corbett	K	39%	61%	63%	31%	-8%
	1	46%	45%	59%	56%	10%
	2	47%	56%	68%	41%	-6%
Duncan	K	36%	57%	44%	32%	-4%
	1	37%	50%	51%	30%	-7%
	2	40%	29%	35%	35%	-5%
Loder	K	42%	32%	41%	35%	-7%
	1	52%	45%	35%	42%	-10%
	2	34%	44%	25%	44%	10%
Mathews	K	31%	63%	37%	49%	18%
	1	42%	47%	55%	64%	22%
	2	53%	40%	53%	49%	-4%
Veterans	K	30%	48%	33%	29%	-1%
	1	18%	35%	31%	21%	3%
	2	8%	38%	11%	44%	36%

Table 5. COMBINED DRA Results LEP Students						
School	Grade	Spring DRA 2013	Spring DRA 2014	Spring DRA 2015	Spring DRA 2016	13 to 16 Change %
District	K	42%	48%	45%	43%	1%
	1	43%	44%	43%	44%	1%
	2	39%	45%	46%	43%	4%
Title Schools Combined (minus Zoom)	K	48%	50%	50%	46%	-2%
	1	43%	45%	43%	43%	0%
	2	38%	44%	49%	44%	6%
Year 1 Zoom Schools Combined	K	35%	50%	43%	37%	2%
	1	41%	45%	43%	47%	6%
	2	40%	42%	43%	43%	3%

Table 4 and Table 5 illustrate that an increasing number of LEP students at Zoom schools are becoming increasingly proficient on the DRA. In Table 4, several grade bands (8 of 18, 44%) experienced increases in the number of students determined to be on-pathway by the DRA from 2013 to 2016. Table 5 highlights that Year 1 Zoom schools, as a group, experienced a greater increase in the percentage of LEP students in

Kindergarten and 1st grade who were identified as being on-pathway by the DRA as compared to Title 1 schools (minus Zoom) and the District overall.

Year 2 Zoom School Analysis

Table 6 and Table 7 present a summary of DRA scores for the two new Zoom schools added during the 2014-15 SY; presenting “overall” student population and “LEP” population respectively. The percentage of students who are on-pathway according to the DRA for Year 2 Zoom schools (2014-15 SY) using DRA scores the year prior to these schools receiving Zoom funding (i.e., Spring 2014 scores) as a baseline is compared to the most recent year data available (i.e., Spring 2016 scores).

Table 6. Year 2 Zoom Schools DRA Results Overall Students					
School	Grade	Spring DRA 2014	Spring DRA 2015	Spring DRA 2016	14 to 16 Change %
Cannan	K	63%	59%	42%	-21%
	1	48%	46%	39%	-9%
	2	41%	34%	26%	-15%
Sun Valley	K	68%	35%	50%	-18%
	1	37%	47%	52%	15%
	2	54%	36%	39%	-15%

Table 7. Year 2 Zoom Schools DRA Results LEP Students					
School	Grade	Spring DRA 2014	Spring DRA 2015	Spring DRA 2016	14 to 16 Change %
Cannan	K	57%	47%	32%	-25%
	1	45%	37%	22%	-23%
	2	31%	33%	23%	-8%
Sun Valley	K	55%	29%	61%	6%
	1	33%	32%	44%	11%
	2	50%	31%	28%	-22%

Analysis of the two schools added in Year 2 indicate that there was a decrease in the proportion of student on-pathway for both Cannan ES and Sun Valley ES. Overall, there was a decrease in 5 of the 6 measured grade bands. This information will be used while working with schools to help inform next steps for improving the percentage of students on-pathway.

Year 3 New Zoom School Implementation & Analysis

The new ***Zoom elementary schools*** established a baseline DRA percentage of students on-pathway (i.e., Spring 2015 scores), which was used to measure and compare changes from 2015 to 2016 (see Table 8). The majority of grade bands (10 of 15, 67%) experienced increases in the number of students determined to

be on-pathway by the DRA from 2015 to 2016. Table 9 highlights that Year 3 Zoom schools, as a group, experienced a significant and greater increase in the percentage of LEP students in Kindergarten (+11%) who were identified as being on-pathway by the DRA as compared to Title 1 schools (minus Zoom) and the District overall.

Table 8. Year 3 Zoom School DRA Results Overall Students				
School	Grade	Spring DRA 2015	Spring DRA 2016	15 to 16 Change %
Kate Smith	K	71%	77%	6%
	1	45%	49%	1%
	2	55%	57%	1%
Lemelson	K	28%	29%	-5%
	1	30%	46%	2%
	2	41%	42%	-14%
Lincoln Park	K	57%	67%	6%
	1	55%	46%	-11%
	2	42%	60%	2%
Lois Allen	K	26%	52%	7%
	1	45%	32%	-23%
	2	37%	54%	6%
Mitchell	K	34%	70%	35%
	1	31%	49%	17%
	2	35%	38%	-7%

Table 9. COMBINED DRA Results Overall Students				
School	Grade	Spring DRA 2015	Spring DRA 2016	15 to 16 Change %
District	K	63%	61%	-2%
	1	62%	62%	0%
	2	63%	61%	-2%
Title Schools Combined (minus Zoom)	K	61%	55%	-6%
	1	52%	56%	4%
	2	57%	54%	-3%
Year 3 Zoom Schools Combined	K	48%	59%	11%
	1	48%	44%	-4%
	2	52%	48%	-4%

Table 10 and Table 11 illustrate that an increasing number of LEP students at Zoom schools are becoming increasingly proficient on the DRA. In Table 10, the majority of grade bands (9 of 15, 60%) experienced increases in the number of students determined to be on-pathway by the DRA from 2015 to 2016. Table 11

highlights that Year 3 Zoom schools, as a group, experienced a significant and greater increase in the percentage of LEP students in Kindergarten (+7%) and 2nd grade (+6%) who were identified as being on-pathway by the DRA as compared to Title 1 schools (minus Zoom) and the District overall.

Table 10. Year 3 Zoom School DRA Results LEP Students				
School	Grade	Spring DRA 2015	Spring DRA 2016	15 to 16 Change %
Kate Smith	K	71%	77%	9%
	1	45%	43%	-2%
	2	55%	57%	2%
Lemelson	K	28%	22%	-6%
	1	30%	31%	1%
	2	41%	32%	-9%
Lincoln Park	K	57%	41%	-16%
	1	55%	44%	-11%
	2	42%	70%	28%
Lois Allen	K	26%	37%	11%
	1	45%	25%	-20%
	2	37%	49%	12%
Mitchell	K	34%	50%	16%
	1	31%	57%	26%
	2	35%	39%	4%

Table 11. COMBINED DRA Results LEP Students				
School	Grade	Spring DRA 2015	Spring DRA 2016	15 to 16 Change %
District	K	45%	43%	-2%
	1	43%	44%	1%
	2	46%	43%	-3%
Title Schools Combined (minus Zoom)	K	50%	46%	-4%
	1	43%	43%	0%
	2	49%	44%	-5%
Year 3 Zoom Schools Combined	K	42%	49%	7%
	1	43%	40%	-3%
	2	44%	50%	6%

As a new Zoom school, **Traner Middle School** will aim to create and foster a literacy environment to improve the culture with a focus on reading for all students. Specific Zoom goals included the following key components:

- **Reduce Class Sizes for ELL Students and Provide English Language Literacy Based Classes**
- **Direct Instructional Intervention to each ELL Student Using Data from Assessments**
- **Summer Academy and Intersession Activities**
- **Other Evidence-Based Programs & Services Approved by NDE**

Through responsible scheduling, Traner Middle School will continue to identify and target students based on ACCESS/WIDA/ELPA assessment results, current coding as ELL students, and other assessment data to drive responsible scheduling into classes taught by certified teachers with a TESL endorsement. In addition, students are scheduled into a daily 30-minute literacy enrichment class facilitated by a highly-qualified TESL endorsed teacher implementing the Achieve3000 and TeenBiz3000 reading program that is designed to address student enrichment and deficiencies using individual student assessment results. The goal of this program is to accelerate literacy and language gains for ELLs through targeted instruction in general classrooms, as well as specialized classrooms.

Traner utilized an additional certified/TESL endorsed English/language arts 7/8 teacher to reduce class size and provide more intensive support for ELL learners, while also strategically scheduling three teacher assistants for intervention support in classrooms with high ELL student populations.

Traner will continue to monitor the language assessment data based on a student reaching a level 5 or level 6 score on the ACCESS as an improvement measure for the Zoom initiative using LEP exit rates calibrated to a four-year trend establishing a baseline to measure changes from 2015-2016 SY to 2016-2017 SY.

School	2012- 2013 LEP Exit Rate	2013- 2014 LEP Exit Rate	2014- 2015 LEP Exit Rate	2015- 2016 LEP Exit Rate*
Traner MS	1% (n=1 of 111)	2% (n=5 of 226)	2% (n=5 of 253)	2% (n=6 of 259)

**Preliminary data*

Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS): The ACCESS is an annual summative assessment of the developing social and academic English language proficiency for Kindergarten through 12th grade ELLs. WCSD experienced increases in the total number of students exiting LEP services. Of the 14 Zoom schools for which current data is available, 11 experienced increases in the total number of students exited from 14-15 SY to 15-16 SY. Five schools exited the most students ever in four years (see Table 12). WCSD Zoom schools will continue to monitor the LEP exit rates based on a student reaching a level 5 or level 6 score on the ACCESS as an improvement measure for the Zoom initiative.

Table 12. ZOOM School LEP Exit Rates					
	School	2012- 2013 LEP Exit Rate	2013- 2014 LEP Exit Rate	2014- 2015 LEP Exit Rate	2015- 2016 LEP Exit Rate*
Year 1	Anderson	10% (n=21 of 215)	10% (n=21 of 209)	10% (n= 20 of 205)	10% (n=19 of 194)
	Corbett	14% (n=45 of 327)	16% (n=46 of 296)	11% (n=33 of 297)	16% (n=49 of 310)
	Duncan	16% (n=41 of 251)	11% (n=27 of 242)	6% (n=12 of 219)	12% (n=27 of 224)
	Loder	10% (n=38 of 390)	8% (n=31 of 379)	6% (n=22 of 394)	13% (n=50 of 387)
	Mathews	15% (n=68 of 446)	13% (n=48 of 364)	11% (n=38 of 347)	12% (n=39 of 334)
	Veterans	11% (n=26 of 230)	5% (n=12 of 225)	9% (n=20 of 221)	17% (n=34 of 204)
Year 2	Cannan	12% (n=44 of 375)	9% (n=34 of 366)	7% (n=21 of 306)	21% (n=57 of 273)
	Sun Valley	14% (n=45 of 313)	13% (n=41 of 307)	5% (n=17 of 315)	11% (n=39 of 340)
Year 3	Kate Smith	11% (n=17 of 152)	9% (n=14 of 153)	12% (n=42 of 347)	20% (n=32 of 162)
	Lemelson	19% (n=36 of 193)	15% (n=24 of 162)	4% (n=6 of 152)	11% (n=17 of 159)
	Lincoln Park	15% (n=24 of 158)	11% (n=16 of 151)	9% (n=14 of 152)	12% (n=17 of 145)
	Lois Allen	11% (n=27 of 242)	9% (n=23 of 248)	13% (n=33 of 247)	17% (n=41 of 235)
	Mariposa	12% (n=13 of 109)	8% (n=8 of 100)	8% (n=7 of 93)	n. a.
	Mitchell	17% (n=34 of 199)	10% (n=20 of 192)	13% (n=25 of 187)	10% (n=17 of 173)
	Traner Middle School	1% (n=1 of 111)	2% (n=5 of 226)	2% (n=5 of 253)	2% (n=6 of 259)
	District	13% (n=1,363 of 10,194)	11% (n=1,121 of 9,170)	11% (n=1,121 of 9,218)	n.a.

*Preliminary Data

Note: **Bolded** indicates highest number of students exited in four years

Smarter Balanced Assessment Consortium (SBAC): To support teachers and students in meeting the goal of reading by grade three this summative assessment is used to determine students' progress toward college and career readiness in English language arts/literacy and math. These are given at the end of the school year and consist of two parts: a computer adaptive test and a performance task.

Table 13. 2015-2016 SY Grade Three Reading Proficiency Zoom Overall Students				
	School	2015 SBAC	2016 SBAC	15 to 16 Change %
Year 1	Anderson	17%	+++	+++
	Corbett	24%	+++	+++
	Duncan	13%	+++	+++
	Loder	20%	+++	+++
	Mathews	23%	+++	+++
	Veterans	29%	+++	+++
Year 2	Cannan	14%	+++	+++
	Sun Valley	14%	+++	+++
Year 3	Kate Smith	35%	+++	+++
	Lemelson	26%	+++	+++
	Lincoln Park	11%	+++	+++
	Lois Allen	24%	+++	+++
	Mariposa	N.A.	+++	+++
	Mitchell	26%	+++	+++
	Traner MS	29% (8 th grade)	+++	+++
	District	39%	+++	+++

+++ Data to be reported in next Zoom report

Table 13 (p. 16) details the “overall” percentage and Table 14 reports the “LEP” percentage of students in *grade three* for the elementary schools who are proficient in reading for the Year 1, Year 2, and Year 3 Zoom schools respectively. Traner MS reports the percentage of students in grade eight who are proficient. As Zoom continues to focus on improving students’ English language arts/literacy, the reading proficiency of 3rd graders as measured by SBAC will be a critical assessment tool used to monitor the overall effectiveness of the Zoom initiative.

Table 14. 2015-2016 SY Grade Three Reading Proficiency Zoom LEP Students				
	School	2015 SBAC	2016 SBAC	15 to 16 Change %
Year 1	Anderson	8%	+++	+++
	Corbett	18%	+++	+++
	Duncan	5%	+++	+++
	Loder	16%	+++	+++
	Mathews	18%	+++	+++
	Veterans	17%	+++	+++
Year 2	Cannan	3%	+++	+++
	Sun Valley	8%	+++	+++
Year 3	Kate Smith	29%	+++	+++
	Lemelson	17%	+++	+++
	Lincoln Park	5%	+++	+++
	Lois Allen	19%	+++	+++
	Mariposa	N.A.	+++	+++
	Mitchell	10%	+++	+++
	Traner MS	3% (8 th Grade)	+++	+++
	District	19%	+++	+++

+++ Data to be reported in next Zoom report

Zoom Intersessions and Summer Academy

Zoom schools utilize 18-20 additional instructional days outside of the regular school year calendar to target low-performing and struggling students for intervention and support. The 2015 Zoom Schools Summer Academy was held over a two-week period in July, 5 days/week. Students received breakfast and lunch and 3-4 hours of intervention instruction each day. Each school identified 10-15 students per grade level who were below proficiency in reading and math for participation in Summer Academy. In addition, a Winter Intersession and Spring Intersession were held over two different school breaks to provide additional intervention and support for students

18 ADDITIONAL DAYS OF INSTRUCTION PROVIDE FOCUSED INTERVENTION AND SUPPORT TO STRUGGLING STUDENTS.

The 2016 Summer Academy will be conducted at 19 Zoom schools over nine days during the weeks of June 20th to June 30th. A projected total of approximately 1100 students will enroll and participate under the supervision of 110 teachers and assistants who will provide instruction in literacy and language acquisition with an emphasis on reading

skills. Students will also receive intervention and enrichment instruction in math and science to develop academic language integrated into core curriculum.

The estimated cost for running the programs for the 14-15 SY and 15-16 SY along with the number of students enrolled is reported in the table below.

School Year	Total Cost of Intersessions/ Summer Academy	Number of Students Enrolled	Cost Per Student
2014 – 2015	\$526,278	1726	\$305
2015 – 2016	\$490,077*	2372*	\$207*

**Projected figures*

Additionally, Washoe County School District's balanced calendar afforded the opportunity to provide additional instruction during designated breaks throughout the year. The intersessions occurred for one week during each of the winter and spring breaks. Approximately 408 students from Zoom schools participated in Winter Intersession 2016 and 864 students participated in Spring Intersession 2016. The total number of students participating in the Zoom Intersessions and Summer Academies is reported for each school in Table 15 (p. 19).

**Table 15. Zoom Intersession and Summer Academy Enrollment
SY 2015 - 2016**

ZOOM SCHOOL	Summer Academy 2015 Enrollment (% of population)	Winter Intersession 2016 Enrollment (% of population)	Spring Intersession 2016 Enrollment (% of population)	Summer Academy 2016 Enrollment (% of population)
ANDERSON ELEMENTARY	116 (28%)	102 (23%)	92 (20%)	+++
BERNICE MATHEWS ELEMENTARY	97 (16%)	---	58 (9%)	+++
DOROTHY LEMELSON S.T.E.M. ACADEMY ES	***	---	25 (6%)	+++
ECHO LODER ELEMENTARY SCHOOL	159 (32%)	---	57 (10%)	+++
FRED W. TRANER MIDDLE SCHOOL	***	108 (14%)	92 (12%)	+++
GLENN DUNCAN STEM ACADEMY	97 (24%)	80 (19%)	78 (19%)	+++
KATE SMITH ELEMENTARY	***	45 (14%)	65 (20%)	+++
LINCOLN PARK ELEMENTARY	***	---	18 (4%)	+++
LOIS ALLEN ELEMENTARY	***	---	47 (8%)	+++
MARIPOSA DUAL LANGUAGE ACADEMY	***	---	49 (36%)	+++
RITA CANNAN ELEMENTARY	100 (17%)	63 (10%)	27 (4%)	+++
ROBERT MITCHELL ELEMENTARY	***	10 (23%)	24 (6%)	+++
ROGER CORBETT ELEMENTARY	107 (24%)	---	55 (11%)	+++
SUN VALLEY ELEMENTARY	111 (18%)	---	113 (17%)	+++
VETERANS MEMORIAL S.T.E.M. ACADEMY	101 (27%)	---	64 (15%)	+++

*** Not identified as a Zoom school for Summer 2015

--- Did not run a Winter Intersession

+++ Data to be reported in the next Zoom report

To provide a profile of the students served, Table 16 presents the total number of students enrolled in the 2015 Summer Academy by school and grade, respectively.

Table 16. Students enrolled by grade in the 2015 Summer Academy

Grade	Number Enrolled	% of Summer Enrollees
K	148	17%
1	171	19%
2	161	18%
3	176	20%
4	128	14%
5	105	12%
Total	889	

Intersession/Summer Academy Program Successes:

- Although summer school gains can appear to be small, we cannot ignore even these small gains because they are critical to students who are already marginal. The summer programs are specifically tailored to student needs; orchestrating a support network of teachers, assistants, volunteers, and community resources (e.g., health services, food services, transportation) to provide an enriching learning experience for students.
- Zoom schools offered intersession activities during the weeks of January 4th to January 8th and March 28th to April 1st. Learning activities included: Core Knowledge early literacy units across ELA, Science, and Social Studies; Read Aloud Projects; Oral language development programs; Math units to develop academic language; and Project-Based Learning.
- Cannan Elementary school used intersession time to simultaneously provide additional intervention/instruction for students, while also engaging teachers in an authentic embedded model of professional development in Guided Language Acquisition Development (GLAD) ELL instructional strategies.

Summer Learning Loss Analysis – Within School/Grade

One of the primary reasons for conducting Summer Academies at Zoom schools was to help curb summer learning loss, so that students at Zoom schools would require less remediation and review time when they return to school in the fall. To evaluate the program, a summer learning loss analysis has been conducted to determine whether students who attended the Summer Academies experienced less learning loss as compared to students at the Zoom schools who did not attend the Summer Academies. This is accomplished by using the results of the Reading and Mathematics portions of the Measures of Academic Progress (MAP) interim assessment scores.

The evaluation results of the 2014 Summer Academy revealed that Summer Academy students consistently experienced less learning loss across grade bands as compared to students who are non-Summer Academy students from those schools. This analysis was replicated for the 2015 Summer Academy to once again evaluate whether students benefited from the Summer Academies as measured by their MAP scores in reading and math.

With the implementation of SBAC, WCSD schools did not take the MAP test in Spring 2015. For this year's analysis, student scores were measured from the MAP assessments provided in Winter 2014-15 SY to the MAP assessments provided in the Fall 2015-16 SY. The gain score was calculated by subtracting a student's raw score on the Fall 2016 MAPS from their Winter 2015 MAPS. The resulting gains and losses made by students from Zoom schools who attended the Summer Academies (Zoom Summer), and those who did not attend the 2015 Summer Academies (Zoom Non-Summer) were compared. The results were calculated by grade band and are presented in Table 17 (p. 21).

Table 17. Summer Learning Loss Zoom Summer Academy Attendees Compared to Non-Summer Students						
	Reading		Math		Total Students with Testing Scores	
Grade	Zoom Summer	Zoom Non-Summer	Zoom Summer	Zoom Non-Summer	Zoom Summer	Zoom Non-Summer
1*	2.67	4.40	6.89	6.55	123	353
2	6.34	6.16	5.48	4.98	153	455
3	5.08	3.54	3.97	3.21	164	448
4	3.36	3.42	4.22	3.14	126	418
5	2.75	0.86	-0.12	-2.03	104	445

Note: **Bolded** numbers indicate greater gains.

* MAP not mandatory for 1st graders to take the winter 2014, (low n size)

Consistently, the results are favorable for students who attended the 2015 Summer Academies as compared to those who did not attend. Students who attended the 2015 Summer Academy made greater gains than the Zoom Non-Summer students **on every grade** level with regard to scores on the Math MAP assessment (100%; n=5 of 5). Zoom Summer School students made greater gains than the Zoom Non-Summer students in three of the five grade levels with regard to scores on the Reading MAP assessment (60%; n=3 of 5).

Professional Development

The goal(s) are to design professional learning systems to support educators in implementing effective instructional practices as part of a balanced literacy day to support and accelerate students' reading process; developing proficient readers with the capacity to comprehend texts across a range of types and disciplines. Literacy and language acquisition training was provided to approximately 800 principals, coaches, teachers, and assistants.

There are key performance elements to evaluate when determining a school's readiness for learning, such as: 1) Training, 2) Coaching/Feedback, 3) Monitoring, 4) Collaboration, and 5) Network of Resources. Each of these

elements impacts on and influences a school's capacity for change. These performance elements were an important part of the following High Performance Learning Model (HPLM) guiding the professional learning experiences of teachers embedded in each Zoom school:

800 EDUCATORS TRAINED IN LITERACY AND
LANGUAGE ACQUISITION BEST PRACTICES

Methodology: 70:20:10

'70' Experience – On-the-Job school embedded; Collaborate to Solve Problems; Reflective Practice.

'20' Exposure – Coaching, Monitoring, Feedback, and Mentoring; Communities and Networks.

'10' Education – Formal Structured training (e.g., Guided Reading).

Figure 5. High Performance Learning Model

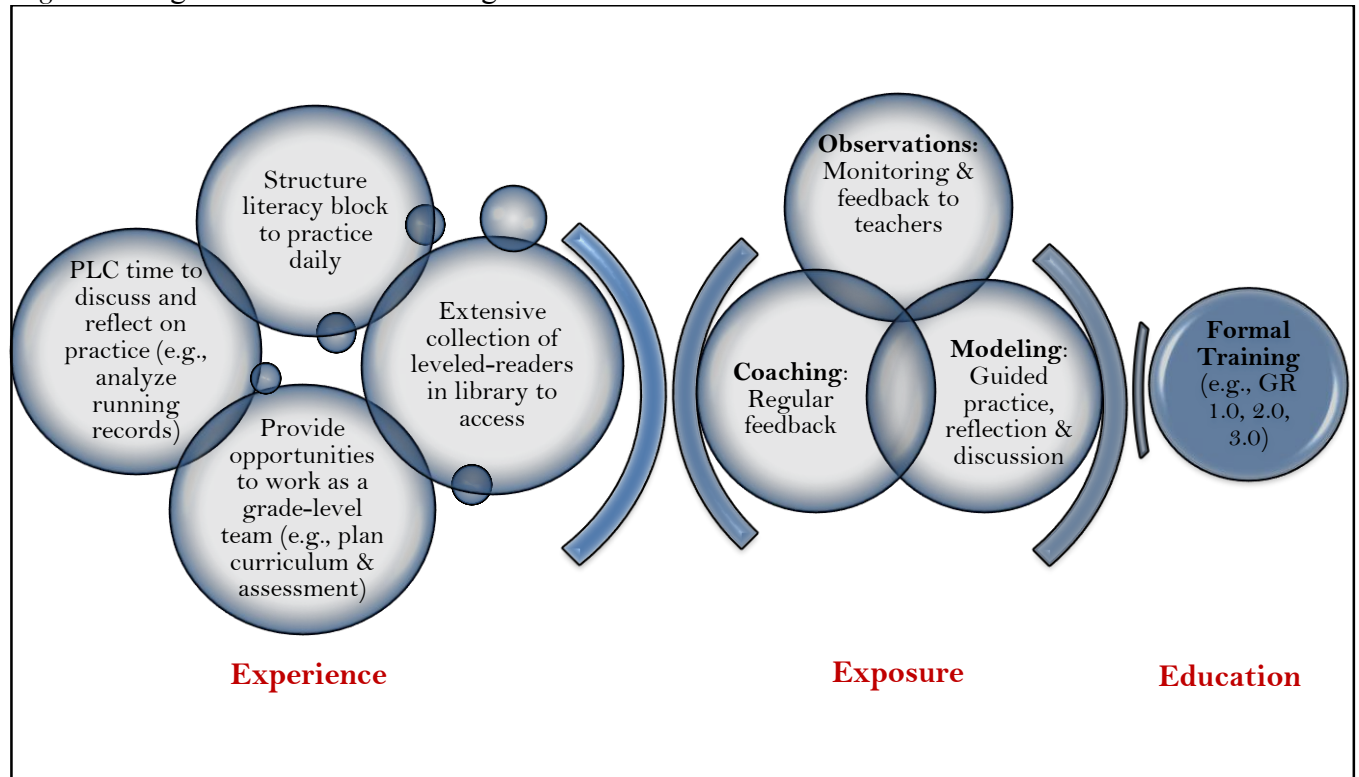
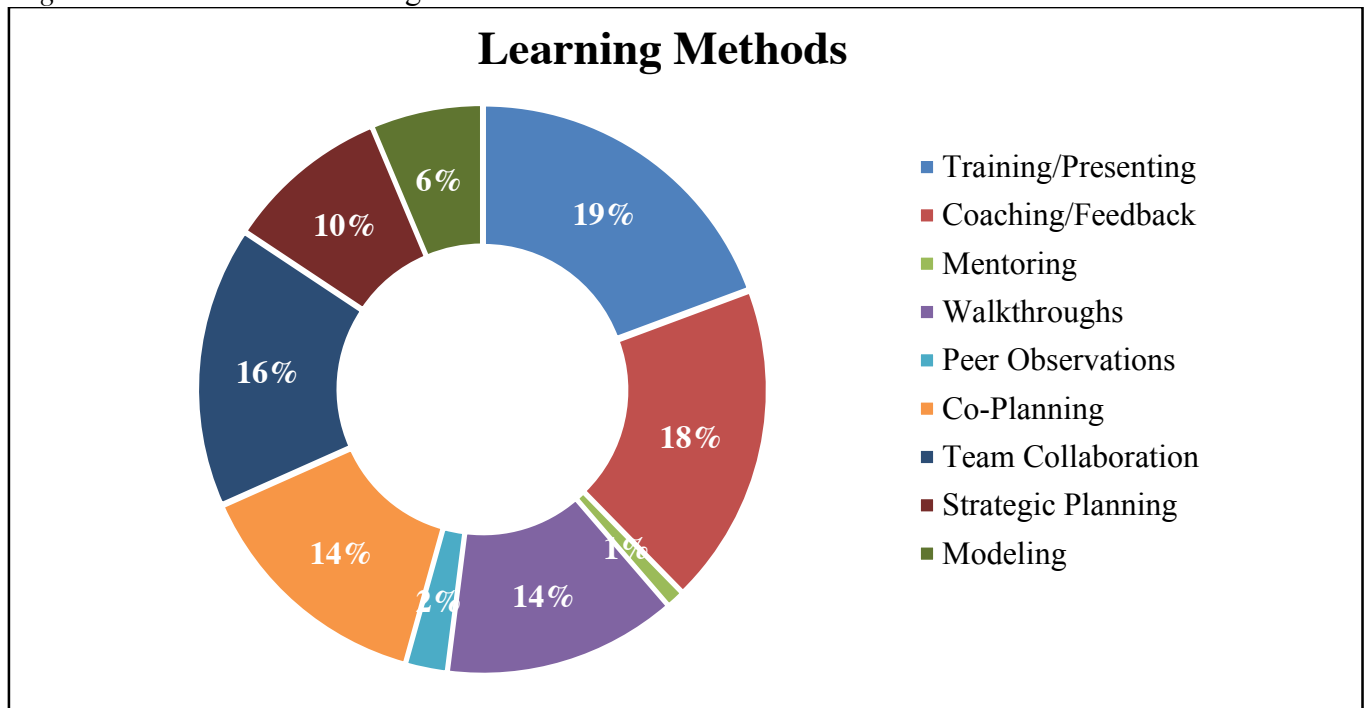


Figure 6 highlights the different high-performance professional learning methods used throughout the year to support teachers and assistants working in Zoom schools.

Figure 6. Professional Learning Methods 15-16 SY

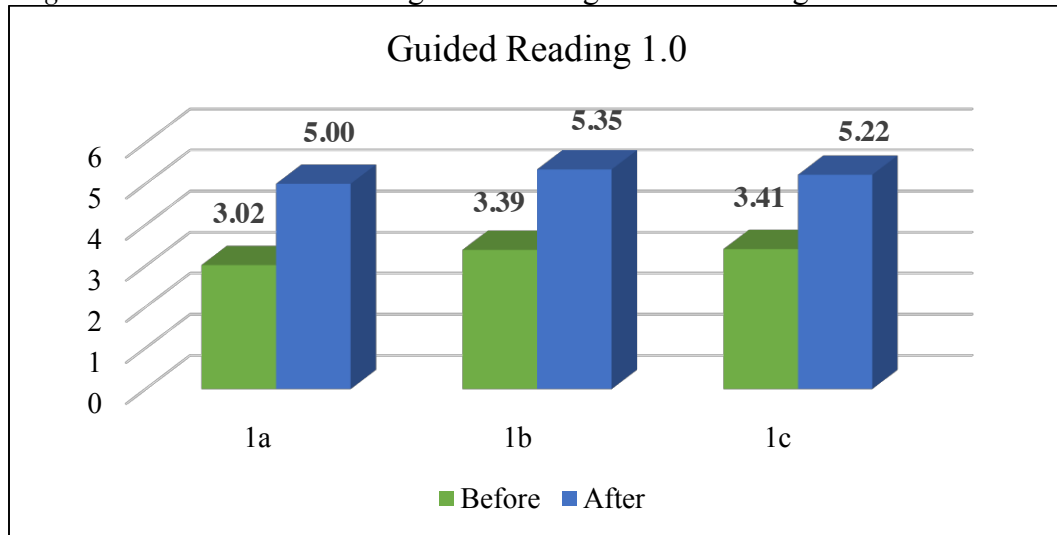


Guided Reading Training Participant Learning-Retrospective Rating: Level of knowledge/skills before and then after each session for each learning objective (Scale 1-6) are reported in Figures 7-10.

Guided Reading 1.0 – Learning Objectives

1a. Identify and understand how small group literacy instruction supports the Nevada Academic Content Standards (NVACS) in ELA.
1b. Identify and understand how small group literacy instruction is one part of a balanced literacy day.
1c. Observe, analyze, and reflect on small group literacy instruction.

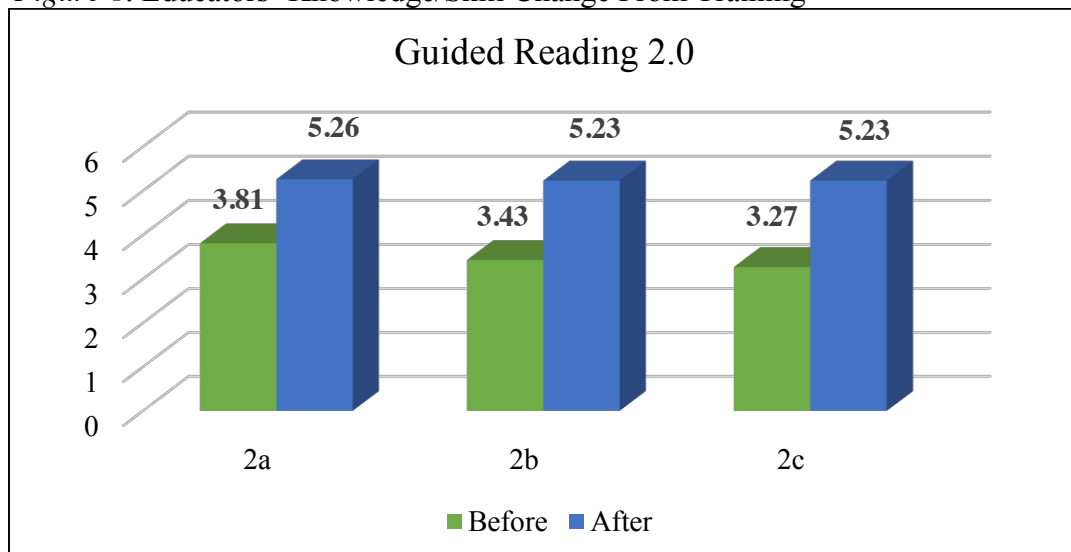
Figure 7. Educators' Knowledge/Skill Change From Training



Guided Reading 2.0 - Learning Objectives

2a. Reflect on the use of guided reading in my current practice.
2b. Understand the purpose and use of running records in reading instruction.
2c. Use running records to identify miscues, praise points, and strategies for teaching points.

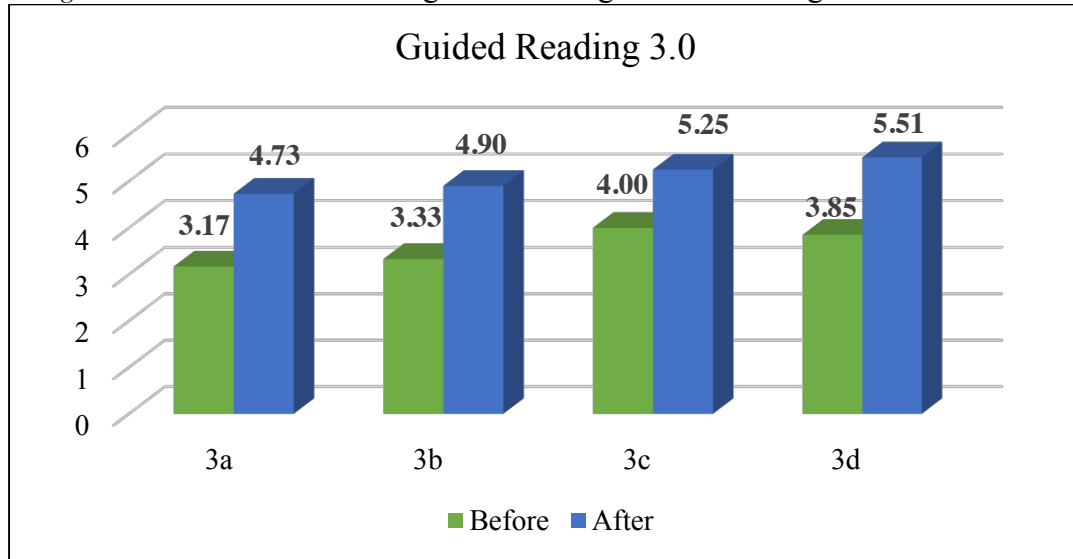
Figure 8. Educators' Knowledge/Skill Change From Training



Guided Reading 3.0 - Learning Objectives

3a. Reflect on guided reading and running records in my current practice.
3b. Practice running record process.
3c. Identify supports for emerging and struggling readers.
3d. Engage in strategies to support all learners, including enrichment strategies.

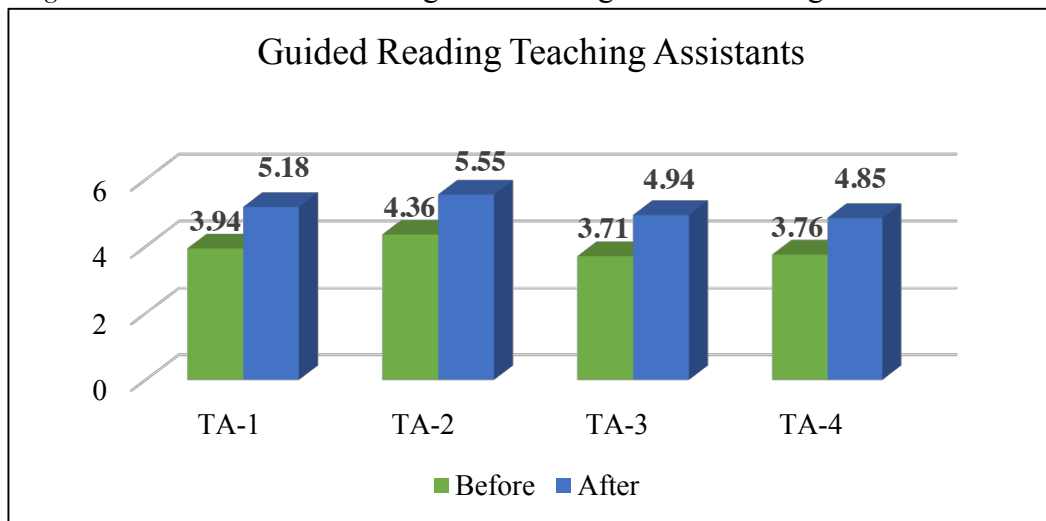
Figure 9. Educators' Knowledge/Skill Change From Training



Guided Reading Teacher Assistants - Learning Objectives

TA-1 Understand the foundational skills in the Nevada Academic Content Standards (NVAC), and how to support them in small group literacy.
TA-2 Identify and understand the structure and components of a guided reading lesson.
TA-3 Observe, analyze, and reflect on small group literacy instruction.
TA-4 Understand the importance of classroom management and procedures in small group instruction.

Figure 10. Educators' Knowledge/Skill Change From Training



School Climate

School climate refers to the quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. A contributing factor to the challenges that Zoom schools face, are barriers within high poverty schools that can negatively impact on school climate. According to Communities in Schools (CIS), the impact of poverty is so great that teachers often find themselves helping students address non-educational issues helping students address problems outside the classroom. For children growing up with the stress of poverty, the cognitive, social and emotional barriers to learning are enormous. Zoom schools must utilize strategies and supports that mitigate the risk and stress associated with poverty. Given these barriers, Zoom schools have been able to provide a sustainable, positive school climate that fosters youth development and learning necessary for a productive, contributing and promising educational experience.

Key School Climate Dimensions

According to the National School Climate Council, there is not a national consensus about what school climate dimensions are essential to assess. A climate survey was administered in May 2016 to all Washoe County School District teachers. Table 18 and Table 19 highlight four key dimensions of the climate survey that are used as a barometer for measuring how Zoom schools compare to all other schools in WCSD. The questions addressed teachers' perceptions about their school's climate in the following key areas: 1) Parent Involvement, 2) Instructional Focus, 3) Expectations of Success, and 4) Staff Collaboration. Given the importance of school climate, and its impact on the whole school community, we will continue to monitor and support schools in their efforts to improve the quality in these key climate dimensions.

Table 18. Elementary Climate Survey (Zoom & WCSD Teachers' Responses)						
Parent Involvement		None	Some	About Half	Most	Nearly All
1a. How many of your student's parents/guardians attended parent-teacher conferences?	District (n=1062)	1%	4%	4%	19%	72%
	Zoom (n=305)	1%	4%	4%	22%	69%
1c. How many of your students' parents/guardians have asked you about ways they can support their child's learning at home?	District	3%	40%	25%	23%	9%
	Zoom	4%	44%	25%	19%	8%
Instructional Focus						
2d. How many teachers in your school effectively differentiate instruction to meet the needs of students at all achievement levels?	District	0%	3%	11%	44%	42%
	Zoom	0%	5%	11%	47%	37%
2e. Take responsibility for ensuring that the needs of students with special instructional requirements are addressed.	District	0%	4%	9%	42%	45%
	Zoom	0%	5%	11%	40%	44%

		Strongly Disagree	Disagree	Agree	Strongly Agree
Expectations of Success					
7a. Staff at my school set high expectations for student's achievement.	District	1%	2%	44%	53%
	Zoom	0%	6%	50%	44%
Staff Collaboration					
11a. There is a sense of teamwork among all school staff.	District	4%	17%	46%	33%
	Zoom	5%	19%	51%	25%
11d. The school leadership makes sure that staff are involved in making plans and decisions that affect this school.	District	6%	15%	52%	27%
	Zoom	6%	16%	56%	22%

Elementary (n=1367) Teachers

Table 19. Middle School Climate Survey (Zoom & WCSD Teachers' Responses)						
Parent Involvement		None	Some	About Half	Most	Nearly All
1a. How many of your student's parents/guardians attended parent-teacher conferences?	District (n=369)	1%	14%	8%	45%	32%
	Traner (n=31)	3%	48%	23%	23%	3%
1c. How many of your students' parents/guardians have asked you about ways they can support their child's learning at home?	District	6%	63%	16%	12%	3%
	Traner	7%	83%	0%	3%	7%
Instructional Focus						
2d. How many teachers in your school effectively differentiate instruction to meet the needs of students at all achievement levels?	District	0%	7%	19%	50%	24%
	Traner	0%	10%	19%	68%	3%
2e. Take responsibility for ensuring that the needs of students with special instructional requirements are addressed.	District	0%	5%	12%	48%	35%
	Traner	0%	13%	29%	48%	10%

		Strongly Disagree	Disagree	Agree	Strongly Agree
Expectations of Success					
7a. Staff at my school set high expectations for student's achievement.	District	3%	14%	52%	31%
	Zoom	0%	3%	77%	20%
Staff Collaboration					
11a. There is a sense of teamwork among all school staff.	District	8%	20%	48%	24%
	Zoom	3%	13%	53%	30%
11d. The school leadership makes sure that staff are involved in making plans and decisions that affect this school.	District	8%	20%	48%	24%
	Zoom	7%	30%	47%	17%

Middle School (n=400) Teachers

Discussion

The possibility and process of significant change and growth to meet the needs of challenging and at-risk children, in particular in ELL education, does not happen through an exact replication of actions for schools to follow. Leaders must look at different models for growth; challenging deficit frameworks that, at times can view ELL education as a problem, dilemma, achievement gap, or crisis. Innovative practitioners are challenging old ways of thinking, but the research-practice gap is wide, and more resources are needed for promising practices to be systematically implemented in teacher preparation and development programs, encouraged in state and district policies, and enacted in schools and classrooms (Tung 2013 – VUE). The challenge of meeting ELL learners’ needs in our education system has deep cultural and structural roots.

Long Term English Language Learners (LTEL) have distinct language issues:

- LTELs function socially in both English and their home language. However, their language is imprecise and inadequate for deeper expression and communication, and they lack the vocabulary, syntax, and grammar of native speakers in both languages. Despite the fact that English tends to be the language of preference for these students, the majority are “stuck” at intermediate levels of English oral proficiency or below.
- LTELs lack oral and literacy skills needed for academic success. They struggle reading textbooks, have difficulty understanding vocabulary, and are challenged by long, written passages. They lack understanding of academic genres and display weak English syntax, grammar, and vocabulary.
- Observant educators often notice that LTELs have significant deficits in writing, which LTELs approach as written-down oral language. Because they perform below grade level in reading and writing, and lack academic vocabulary, they struggle in all content areas that require literacy.
- Despite coming from homes in which a language other than English is spoken, many LTELs use their home language only in limited ways. Fossilized features of the home language are superimposed with English vocabulary in what is commonly referred to as “Spanglish” or “Chinglish.” While these dialects may be expressive and functional in many social situations, they do not constitute a strong foundation for the language demands of academic work in Standard English (Olsen 2014 – NEA, 5).

Zoom schools are part of this diverse group of innovators sharing one goal: *to increase educational equity in opportunities and outcomes through practicing and promoting an asset-based view of our ELL education program*. We hope to deepen readers' understanding and increase the political will to provide resources to help implement the best practices that research has shown to be effective for these vastly underserved students.

Recommendations for Legislation

The Zoom initiative has enabled Washoe County School District (WCSD) to reconsider and restructure their thinking and practice regarding the appropriation of new models for growth, as well as modes of teaching and learning to support English Language Learners (ELL). The expansion of Zoom goals will better ensure that the “process of scaling up” across multiple Zoom schools has the time and continuity to experience and develop the ideas and changes in their full complexity. Major change takes time to enhance school environments for growth through the appropriation and experimentation of collective expertise and knowledge. Building an interdependent culture – peer-to-peer interchange of ideas, concrete exemplars, and explanations from practitioners at a variety of levels of expertise and experience enhances the depth and sustainability of learning, ultimately leading to growth and change.

The following items are presented as recommendations for future legislation:

- 1) WCSD recommends the continuation of funding for the Zoom initiative targeting elementary and middle schools with high percentages of English Language Learners. Continued Zoom funding will provide WCSD the resources and opportunity to provide the following critical programming to a total of 24 schools:
 - **Pre-K** – supporting critical early literacy skills.
 - **Reading Skills Centers** – providing responsive small group literacy instruction daily.
 - **Intersessions/Summer Academy** – providing additional intervention instruction for students in need beyond the regular school day.
- 2) Current Zoom budget guidelines have placed a spending cap on the amount of funds available for teacher professional development, teacher recruitment and retention incentives, and/or family engagement activities. This cap, currently set at 2% (representing approximately \$140,000 of the overall WCSD Zoom budget), has proven to be prohibitive in adequately funding all three areas of need. As a result, decisions have been made to allocate funds solely for teacher professional development.

It is recommended that this cap be eliminated in order to allow WCSD the ability to better support Zoom schools through high quality teacher professional development opportunities, effective teacher recruitment and retention incentives, and family engagement activities leading to successful language acquisition growth for all Zoom school students.

SB 405 Implementation Report

Zoom Grant District Report

SB 405 Implementation Report

School year 2015-16

Zoom Grant Districts

Introduction

This section of the SB 405 Annual Report is for submission to the State Board of Education and the Legislative Committee on Education and has been prepared by the Nevada Department of Education (NDE). It documents the implementation of SB 405 in the Zoom Grant school districts. It includes information regarding the allocation of SB 405 funds, the services provided by school districts to English learners, the expansion of services to SB 405 for the current biennium, the performance results from the end of 2015-16 school year and the results of the 2015-16 school year, and recommendations to the State Legislature concerning the future of SB 405 and services to ELs in the state of Nevada.

The purpose of Senate Bill 405 (SB 405) is to ensure that “children who are limited English proficient benefit from instruction that is designed to address the academic and linguistic needs of those children.” The law states that, “It is the intent of the Legislature that children who are limited English proficient be provided with services and instruction which is designed to address the academic needs of such children so that those children attain proficiency in the English language and improve their overall academic and linguistic achievement and proficiency.” (NRS 388.405)

Starting with the 2013-14 school year, school districts developed or enhanced programs to serve English learners more effectively utilizing the funds provided from SB 504. Starting with the 2015-16 school year, the funds and program services associated with this bill were expanded. While the intent of SB 504 was to provide an intense focus on early intervention for English learners ensuring they were on track to achieve both academic success and language development by the end of third grade, SB 405 expanded services to Middle School, Junior High and High School to ensure students enter high school ready to succeed and to graduate college and career ready. Now in its third year of implementation, the Zoom Program (SB 504 and SB 405) have achieved great successes and growth levels in those districts who have received funding for the past 3 years. With some school districts, there has been only one year of implementation. While these districts have shown great success and made strides in providing services for ELs the Nevada Department of Education recognizes the data limitations of not having multiple years of achievement data that demonstrate the long-term impact of the Zoom Program on English learner academic

and linguistic achievements. School districts are continuing to implement, and in many districts, expand, SB 405 services during the 2015-16 school year. In this report, the NDE will include instructional programs and projections for services from the school districts, including performance data from 16 out of the 18 districts in Nevada for the 2015-16 school year (Storey and Eureka counties did not participate).

SB 405 Funds

The Nevada State Legislature appropriated \$100,000,000 over a two-year period to support school districts in implementing the strategies defined in SB 405. Recognizing the large numbers of English learners in Nevada's urban centers and their continued growth, the majority of SB 405 funds were allocated directly to Clark County School District (\$78,700,684 or \$39,350,342 each year) and Washoe County School District (\$13,971,676 or \$6,985,838 each year) as part of the Zoom School programs and services.

The Nevada Department of Education (NDE) was directed to allocate the balance of the SB 405 appropriation (\$7,227,640 or \$3,613,820 each year) through grants to school districts other than Clark and Washoe called Zoom Grant School Districts. The 2015-16 zoom grant district allocations were based on the spring 2015 EL counts. The 2016-17 allocations are based on the official spring 2016 EL counts of Kindergarten through 12th grade in each district. Districts that did not identify ELs in school years 2014-15 and 2015-16 were not eligible for SB 405 allocations. The funds were awarded through a non-competitive application process developed and implemented through the NDE grants management system based on a per pupil allocation rate.

Table 1 provides a detailed list of the school districts receiving SB 405 funds during the 2015-16 and 2016-17 school years. In accordance with statutory language, the NDE reserved \$50,000 each year to support the activities associated with the English Mastery Council (EMC) and an independent evaluator of the Zoom program.

Table 1: SB 405 Allocations to School Districts

School District	SB 405 Allocation 2015-16	SB 405 Allocation 2016-17	Total SB 405 Allocation
Carson	\$915,016	\$808,347	\$1,723,363
Churchill	\$182,343	\$148,968	\$331,311
Clark (ZOOM)	\$39,350,342	\$39,350,342	\$78,700,684
Douglas	\$220,661	\$204,164	\$424,825
Elko	\$739,280	\$668,281	\$1,407,561
Esmeralda	\$8,589	\$10,089	\$18,678
Eureka	\$3,964	\$5,935	\$9,899
Humboldt	\$304,565	\$287,254	\$591,819

Lander	\$62,102	\$57,569	\$119,671
Lincoln	\$7,928	\$7,716	\$15,644
Lyon	\$346,187	\$301,498	\$647,685
Mineral	\$9,249	\$35,610	\$44,859
Nye	\$243,124	\$207,131	\$450,255
Pershing	\$31,051	\$32,642	\$63,693
Washoe (ZOOM)	\$6,985,838	\$6,985,838	\$13,971,676
Storey	\$661	\$594	\$1,255
White Pine	\$21,802	\$20,179	\$41,981
State-Sponsored Charter Schools	\$517,298	\$817,843	\$1,335,141
NDE Support of the EMC & Independent Evaluation	\$50,000	\$50,000	\$100,000
Totals	\$50,000,000	\$50,000,000	\$100,000,000

SB 405 Programs and Services

SB 405 allowed for school districts other than Clark County School District and Washoe County School District (Zoom Grant School Districts) to use SB 405 funding for specific programs and services that are designed to meet the needs of English learners. Many of these Zoom Grant Districts are rural and face the challenges of serving smaller numbers of English learners in more remote locations. In the district application process, Zoom Grant school districts were given the flexibility to determine which services they would provide to support their English learner population based on identified needs and available resources rather than having to implement all of the programs and services. Based on the amount of the SB 405 allocation, some school districts chose to provide multiple services while others focused on one allowable activity. In many cases this decision was based on prior experience with the Zoom programs, growth of the English Learner population, and the needs of the district.

Table 2 outlines the specific programs and services defined to serve Nevada's English learners through SB 405 and the districts that implemented those programs during the 2015-16 school year. Those districts that have added new SB 405 programs and services in the 2015-16 school year are indicated with an asterisk (*).

Table 2: Defined programs and services to Serve English Learners in Nevada under SB 405 for the 2015-16 school year.

<i>SB 405 programs and services</i>	<i>Description</i>	<i>Districts Implementing</i>
1. Pre-kindergarten	Creation or expansion of high-quality, developmentally appropriate pre-kindergarten programs that will increase enrollment of children who are limited English proficient.	Carson* Churchill Douglas* Elko Esmeralda* Humboldt Lincoln* Nye
2. Reading Acquisition	The acquisition and implementation of empirically proven assessment tools to determine the reading level of pupils who are limited English proficient and technology-based tools, such as software, designed to support the learning of pupils who are limited English proficient.	Elko State Charter*
3. Professional Development	Professional development for teachers and other educational personnel regarding effective instructional practices and strategies for children who are limited English proficient.	Carson*

4. Before-school, After-school, Summer-school, Intersession Programs	The provision of programs and services for pupils who are limited English proficient, free of charge, before and after school, during the summer or intersession for those schools that do not operate on a traditional school calendar.	Carson* Elko Pershing State Charter* Mineral* White Pine*
5. Parent & Family Engagement	The provision of programs and services designed to engage the families of students who are limited English proficient.	Elko*
6. Recruitment and Retention Incentives	The provision of incentives for school districts to attract and retain highly qualified teachers for the purposes of employment for personnel connected to Zoom programs and services.	No Districts Implemented
7. Other Evidence based programs and services	District-designed and approved programs to serve English learners.	Carson* Churchill* Douglas Elko Lander* Lyon White Pine*

The following sections provide greater detail regarding each of the SB 405 programs and services implemented at the local school district level.

SB 405 Pre-Kindergarten

SB 405 funds may be used for the creation or expansion of high-quality, developmentally appropriate pre-kindergarten programs. Table 3 identifies the eight school districts that used SB 405 funding to create or expand Pre-Kindergarten services for children who were English learners.

Table 3: School Districts Providing SB 405 Pre-Kindergarten Services: creation and implementation of Zoom Pre-Kindergarten programs since July 2013 in Nevada. (Numbers are approximate)

School District	Number of Sites Providing SB 504 Pre-Kindergarten Services [2013-14]		Number of English Learners Served [2013-14]	Number of Sites Providing SB 504 Pre-Kindergarten Services [2014-15]		Number of English Learners Served [2014-15]	Number of Sites Providing SB 405 Pre-Kindergarten Services [2015-16]		Number of English Learners Served [2015-16]
	Sites	Classes		Sites	Classes		Sites	Classes	
Carson City	3	6	47	3	10	90	4	8	53
Churchill	1	1	8	1	1	28	1	1	11
Douglas							1	1	11
Elko	2	4	69	2	4	54	5	7	95
Esmeralda							1	1	7
Humboldt	1	2	36	1	2	33	2	3	47
Lincoln							1	1	2
Nye	1	2	27	1	2	30	2	2	22
Total	8	15	187	8	19	235	17	24	248

Performance Summary 2015-16

At this point in time, SB 405 Pre-Kindergarten program effectiveness is evaluated based on three primary assessments in which the above districts selected one or more of the following assessments to determine the oral English proficiency of English learners in the SB 405 Pre-Kindergarten programs: The WIDA Model Assessment measures the domains of Listening, Speaking, Reading and Writing to evaluate the English language acquisition of students. The Peabody Picture Vocabulary Test (PPVT) assesses a students' vocabulary acquisition by measuring the receptive (hearing) vocabulary of students, and the Expressive One Word Picture Vocabulary Test (EOWPVT) is designed to determine a student's English-speaking vocabulary.

The state of Nevada has set the English language achievement goal as a minimum of 0.5 increase in the level of English proficiency per year. Those children who participated in Pre-Kindergarten programs and services through SB 405 achieved an average of 1.4 increase in oral language development.

WIDA Model Assessment Results

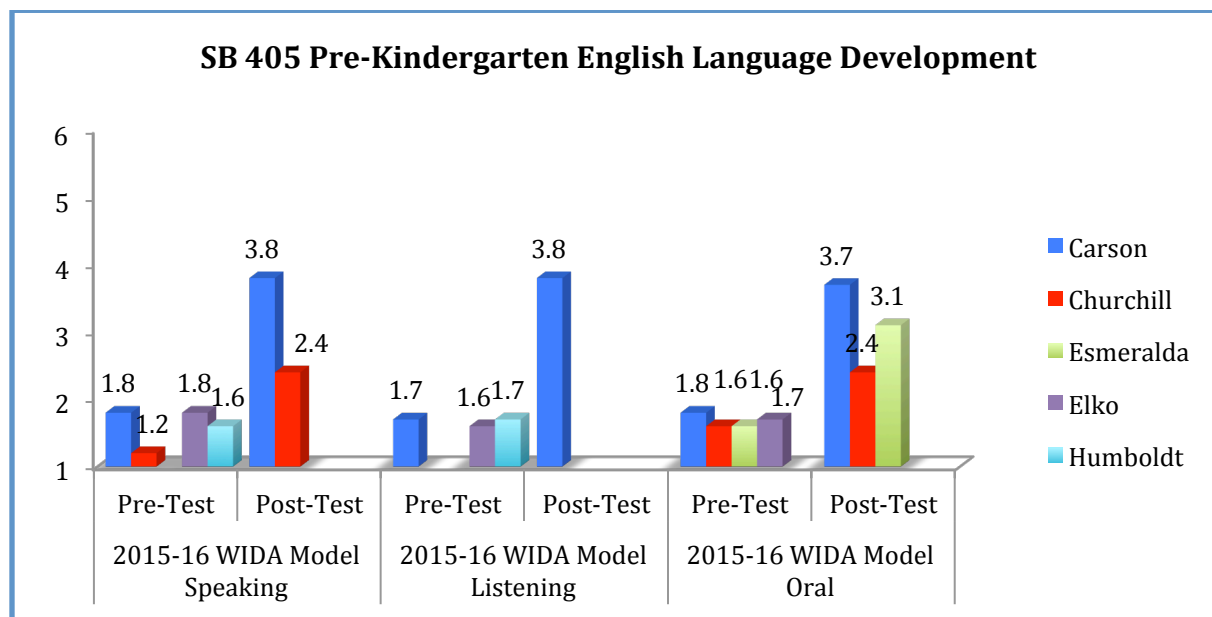
District(s) Reporting: Carson, Churchill, Esmeralda, Elko, Humboldt;

Number of students with both pre-post test scores of WIDA Model domains - Listening, Speaking or Oral in 2015-16: 270 students

- 100% of English learner taking the pre-post assessments in Listening, Speaking, and or Oral domains met the state of Nevada English language achievement goal of a minimum of 0.5 increase in the level of English proficiency per year.
- The average performance level of English learners increased by 1.6 on the WIDA Model pre-post Speaking test.
- The average performance level of English learners increased by 1.4 on the pre-post WIDA Model Oral assessment.
- On the average, students in SB 405 Pre-Kindergarten programs are exceeding the minimum state of Nevada English language achievement goal and are on track for moving one performance level per year.

Table 4 displays the data related to English language acquisition of students participating in SB 405 Pre-Kindergarten programs and services based on the WIDA Model assessment.

Table 4: English Language Proficiency of Pre-Kindergarten Students



Performance Summary 2015-16

Districts also used the Peabody Picture Vocabulary Test and the Peabody One Word Picture Vocabulary Test to determine the English language development of children in the SB 405 Pre-Kindergarten programs. The results of the two assessments provide critical information as to whether Pre-Kindergarten children are developing receptive and expressive vocabulary at the age-appropriate benchmarks. The assessment data in Table 5 (next section) provides the average percentage of children at the Low Range, Average Range, or High Range of vocabulary development in each of the listed districts.

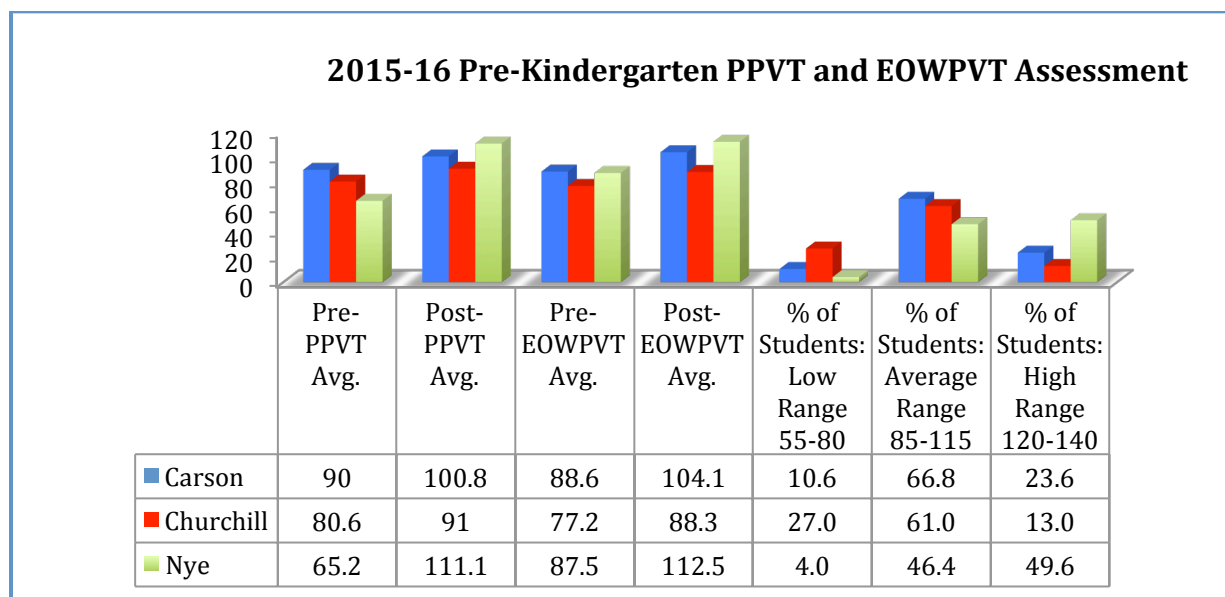
Peabody Picture Vocabulary Test and Peabody One Word Picture Vocabulary Test Results

District(s) Reporting: Carson, Churchill, and Nye;

Number of students with both pre- and post-test scores in 2015-16: 183 students

- 13.9% of SB 405 Pre-Kindergarten children across the three districts are in the Low Range of vocabulary development. Note the average percentage of students in each district in the Low Range in Table 5.
- 58.1% of SB 405 Pre-Kindergarten children within the three districts are in the Average Range of vocabulary development. See results for each district in Table 5.
- 28.7% of SB 405 Pre-Kindergarten children within the listed districts are in the High Range of vocabulary development. The individual district results are also displayed in Table 5.

5: English Language Oral Development of English Learners



Program Cost

The cost of the Pre-Kindergarten programs in the eight districts, for the 2015-16 school year, is summarized in the chart below. The program design, staffing, size of program, and other factors impact the actual per-pupil cost of providing SB 405 Pre-Kindergarten services across the districts and schools. Because the districts will not have finalized actual expenditures until August 1, the following table represents projected expenditures through the end of the 2015-16 fiscal year.

Total SB 405 Pre-K Expenditures	Total Pre-K Students Served	Average Per Pupil Expenditure
\$1,551,310	248	\$6,255.28

For a more complete listing of individual school district data, see [Appendix A](#).

SB 405 Reading Acquisition

SB 405 funds may be used for the acquisition and implementation of empirically proven assessment tools to determine the reading level of pupils who are limited English proficient and for technology-based tools, such as software, designed to support the learning of pupils who are limited English proficient. The chart below identifies the two school districts that used SB 405 funding to enhance reading services for children who were English learners during the 2015-16 school year. Table 6 identifies which school districts implemented SB 405 Reading Acquisition Services. Additionally, Elko County School District, and State Sponsored Charter Authority utilized SB 405 funds to enhance reading services in a way that is described as “Other” in this report.

Table 6: School Districts Providing SB 405 Reading Acquisition Services: creation and implementation of Reading Acquisition programs since July 2013 in Nevada. (Numbers are approximate)

School District	Number of Sites Providing SB 504 Reading Acquisition Services [2013-14]	Number of English Learners Served [2013-14]	Number of Sites Providing SB 504 Reading Acquisition Services [2014-15]	Number of English Learners Served [2014-15]	Number of Sites Providing SB 405 Reading Acquisition Services [2015-16]	Number of English Learners Served [2015-16]
Elko	1	61	2	118	4	89
State Charter	NA	NA	NA	NA	7	561
Total	1	61	3	118	11	650

Performance Summary 2015-16

The SB 405 Reading Acquisition effectiveness is evaluated based on assessment results provided by the districts. Districts choosing the Reading Acquisition technology tools purchased a variety of assessments to determine students’ language and content development. Numerous assessments that measure similar but different designs and constructs do not provide consistent clarity in determining the program effectiveness across participating schools. The 2015-16 WIDA ACCESS for ELLs 2.0 is used to display student results in Literary and Overall Composite for the State Charter Authority given the variety of assessments purchased by SB 405 funded charter schools.

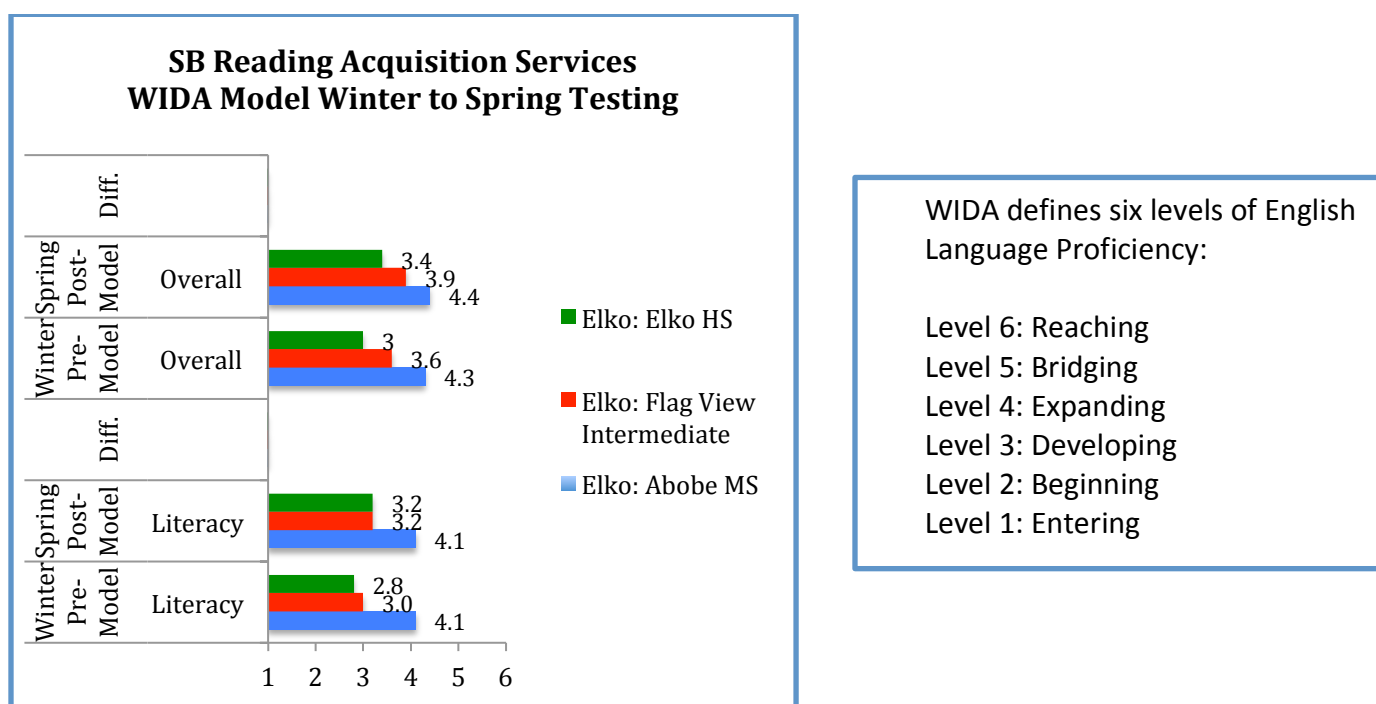
WIDA Model Assessments Results:

District(s) Reporting: Elko

Number of students with both pre and post-test scores in 2015-16: 68 Students

- An average growth of .03 WIDA Model Overall student results from winter to spring testing was observed in the reported three schools: Abode Middle School, Flag View Intermediate, and Elko High School. Table 7 displays the change in performance levels for the winter to spring test administration.

Table 7: WIDA Model Assessment English Language Proficiency Results



2015-16 WIDA ACCESS Literacy and Overall Performance Level Results:

District: State Charter Authority:

- Ely Learning Bridge, Nevada Virtual Academy, Quest Preparatory Academy, and Coral Academy of Science;

Number of students with test results tested in the listed schools in 2015-16: 561 Students

Performance Summary 2015-2016

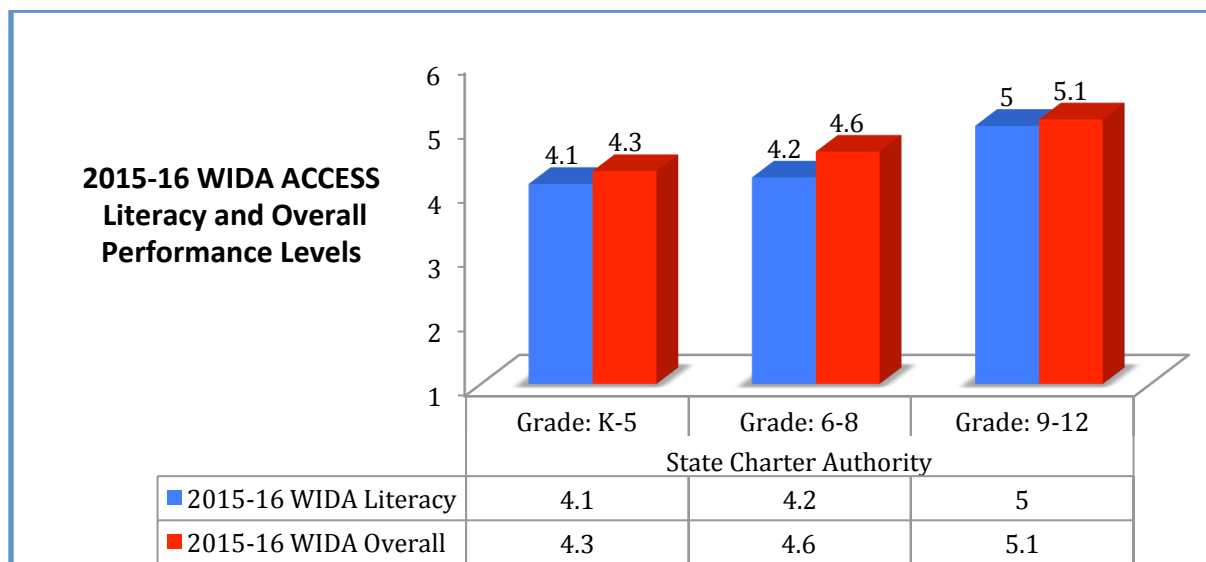
- In the Table 8 in this section, an average English language performance level of 4.1 (Literacy) and 4.3 (Overall Composite) was revealed in the data of English learners in grades K-5 enrolled in the listed charter schools.

- In grades 6-8 (Table 8), an average English language performance level of 4.2 (Literacy) and 4.6 (Overall Composite) was observed for English learners in SB 405 charter schools receiving funding for Reading Acquisition services.
- Also in grades 9-12 Table 8 below, an average English language performance level of 5.0 (Literacy) and 5.1 (Overall Composite) was noted of English learners of SB405 charter schools funded for Reading Acquisition, services.

A display of the information is found in Table 8 below:

Table 8: Reading Acquisition Services State Charter Authority Schools 2015-2016 WIDA ACCESS for ELLs 2.0

Literacy and Overall Composite Performance Level Results



Program Cost

The cost of the SB 405 Reading programs in the two districts for the 2015-16 school year is summarized in the chart below. Please note that program design, staffing, size of program, and other factors impact the actual per-pupil cost of providing SB 405 Reading services across the districts and schools. Because the districts will not have finalized actual expenditures until August 1, the following table represents Projected expenditures through the end of the 2015-16 fiscal year.

Total SB 405 Reading Expenditures	Total English Learners Served	Average Per Pupil Expenditure
\$109,332	629	\$168

SB 405 Professional Development

SB 405 funds may be used for the provision of professional development for teachers and other educational personnel regarding effective instructional practices and strategies for children who are limited English proficient. Table 10 identifies the one school district that used SB 405 funding to provide professional development to support educators who serve children who were English learners during the 2015-16 school year. Many districts reported that the 2% restriction on budget for Professional Development inhibited most districts from utilizing Professional Development as a viable program service.

Table 9: School Districts Providing Professional Development with SB 405 Funds. (Numbers are approximate)

School District	Projected Number of Educators Participating in Professional Development	Projected Number of English Learners in District (Grades 6-12)
Carson City School District	13	422
Total	13	422

Program Cost

The cost of the SB 405 professional development for the 2015-16 school year is summarized in the chart below. Please note that the number of participants, presenter costs, and other factors impact the actual per-pupil cost of providing SB 405 professional development across the districts. Because the districts will not have finalized actual expenditures until August 1, the following table represents Projected expenditures through the end of the 2015-16 fiscal year.

Total SB 405 Professional Development Expenditures	Total EL Students (Grades 6-12) in Districts Providing Professional Development	Average Per Pupil Expenditure for Educator Training
\$16,999	422	\$40

For a more complete listing of individual school district data, see [Appendix A](#).

SB 405 Before, After, and Summer School Services (Extended Learning Time)

SB 405 funds may be used for the provision of programs and services for pupils who are limited English proficient, free of charge, before and after school or during the summer. Table 11 identifies the seven school districts that used SB 405 funding to provide before-school, after-school, or summer-school services for children who were English learners during the 2015-16 school year. In this report, the term “*Extended Learning Time*” will be used to refer to before-school, after-school, or summer-school services.

Table 10: School Districts Providing SB 405 Extended Learning Time Services: creation and implementation of extended learning time programs since July 2013 in Nevada. (Numbers are approximate)

School District	Number of Sites Providing SB 504 Extended Learning Time [2013-14]	Number of English Learners Served [2013-14]	Number of Sites Providing SB 504 Extended Learning Time [2014-15]	Number of English Learners Served [2014-15]	Number of Sites Providing SB 405 Extended Learning Time [2015-16]	Number of English Learners Served [2015-16]
Carson					1	58
Elko	5	96	6	87	10	146
Mineral					1	8
Pershing	1	29	1	30	1	32
State Charter	2	46	7	258	8	640
White Pine					1	6
Total	8	171	14	375	22	890

Performance Summary (2015-16)

At this point in time, SB 405 extended learning time program effectiveness is evaluated based on the academic measures the STAR Assessment, determined by a Grade Equivalent measure and the MAP assessment; English proficiency is measured using the WIDA Model assessment. The 2013 – 2016 WIDA ACCESS for ELLs 2.0 results for two of the four domains (Reading and Writing) have been included in the evaluation.

WIDA Model Assessment Results

District(s) Reporting: Elko

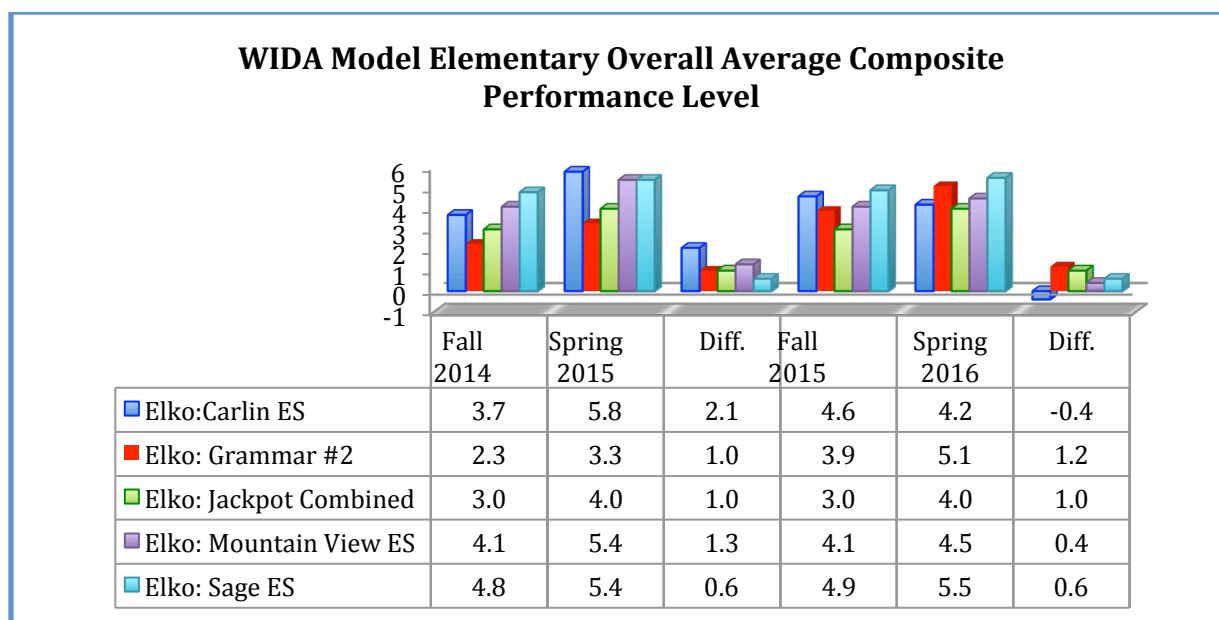
Number of students with both pre- and post-test scores in 2015-16: 202 Students

In Table 11 in this section, the average proficiency level pre- and post results for the WIDA Model 2014-2015 Overall Composite scores were compared in parallel with the pre- and post average Overall Composite results of the WIDA Model 2015-16. The results for the five Elko

County School District elementary schools that received SB 405 funds for Before, After, and/or Summer School services are shown in Table 12 in this section.

- In 2014-15, the average growth in performance levels for English learners on the WIDA Model Overall Composite was 1.2.
 - The average growth in performance level met and exceeded the state of Nevada minimum growth outcome measure of 0.5 performance level movement per year.
- In 2015-2016, the average growth in performance levels for English learners in the five Elko County School District elementary schools was 0.56. The schools on the average met the minimum growth outcome measure for performance level movement. See Table 11 for school results.

Table 11: WIDA Model Elementary Overall Composite Average Performance Level



WIDA defines six levels of English Language Proficiency:

- Level 6: Reaching
- Level 5: Bridging
- Level 4: Expanding
- Level 3: Developing
- Level 2: Beginning
- Level 1: Entering

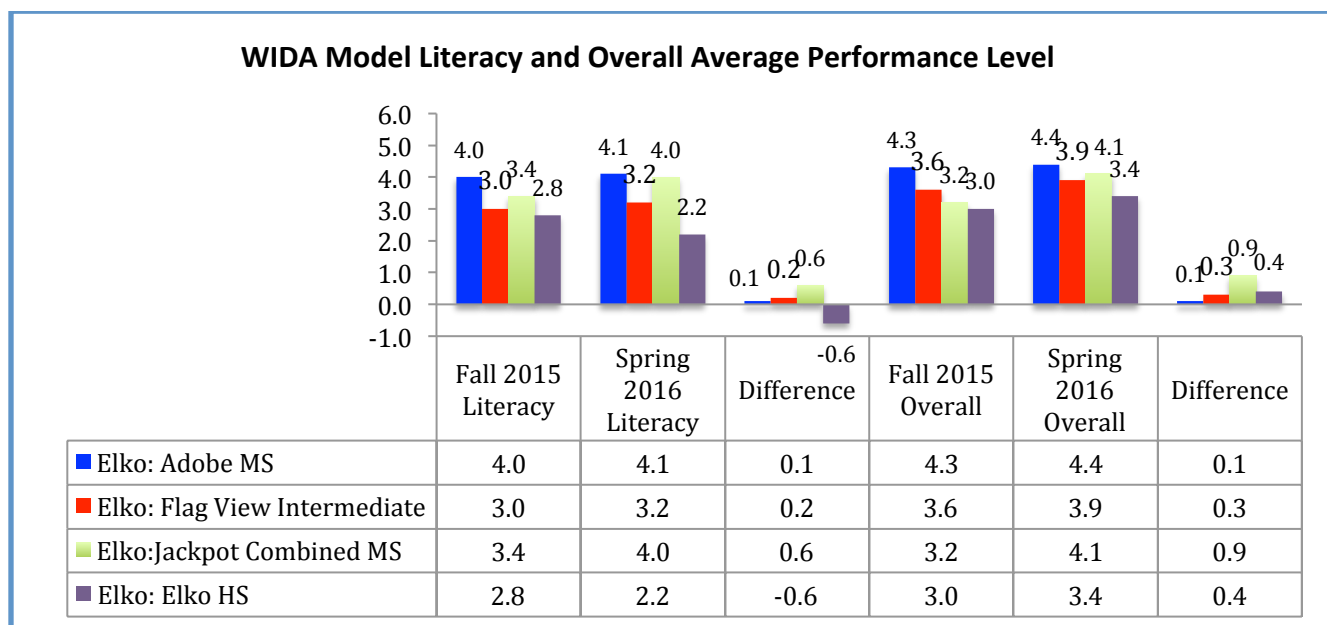
English learners in the state of Nevada are Exited from the English language development programs when the student demonstrates academic English language proficiency on the WIDA ACCESS for ELLs 2.0. The Exit criteria for English learners in the state of Nevada is the

student's attainment of a performance Level of 5.0 on Literacy and 5.0 on the Overall Composite on the WIDA ACCESS for ELLs 2.0.

The data from the Elko County School District focus on the WIDA Model Literacy (Reading and Writing) and the Overall Composite that combines scoring elements of the four domains – Listening, Speaking, Reading, and Writing. English learners performance levels on Literacy and Overall Composite inform teachers and school leaders of the proximity of English learners to the Exit criteria that designates a student as English language proficient. Table 12 in this section displays the average 2015-16 WIDA Model Literacy and Overall performance levels for secondary English learners in the listed schools. As noted in Table 12 in this section:

- Growth was observed in both assessment areas, Literacy and Overall, in all secondary school with the exception of one school.
- The minimum level movement required by the state of Nevada, 0.5 performance level per year, was not attained (.3) across the average of all SB 405 secondary schools in Literacy for the Before, After, and/or Summer School programs.
- The minimum level movement required by the state of Nevada, 0.5 performance level per year, was attained (1.7) across the average of all SB 405 secondary schools in the Overall Composite performance level. See Table 12 below for the observed growth:

Table 12: WIDA Model Secondary Literacy and Overall Composite Average Performance Level



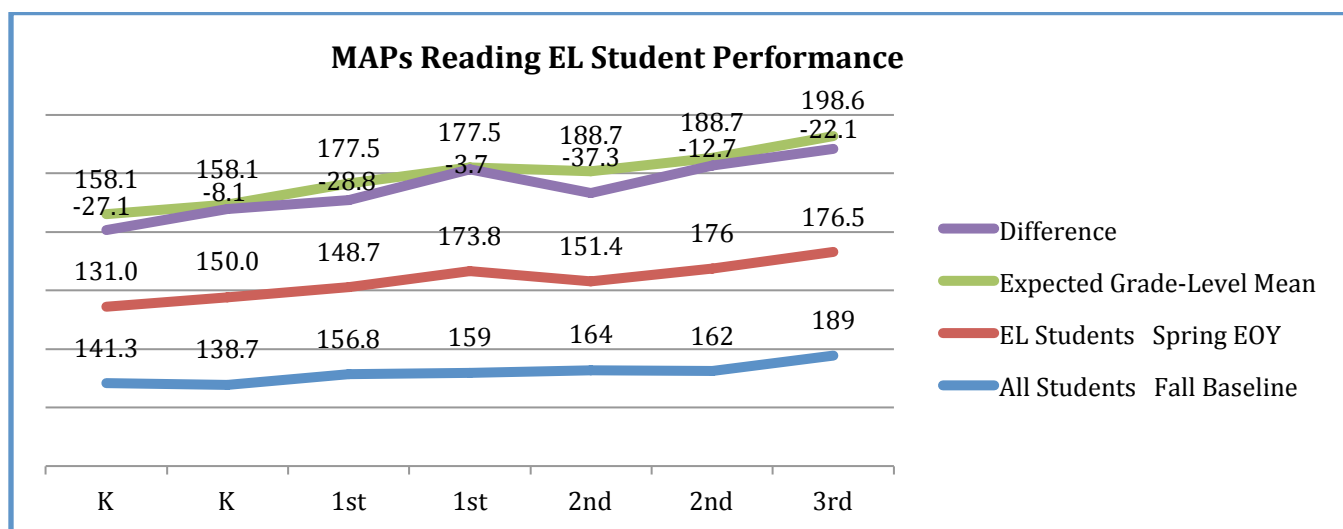
District(s) Reporting: State Charter Authority, White Pine

Number of students with both pre- and post-test scores in 2015-16: 708 Students

The observed data in the SB 405 listed districts within the selected schools reveal the average differences between the English learners spring results on MAPs and the expected Grade-Level Mean. The results reveal the content reading gap between the average MAP student score by grade for all students and the average MAP student score for English learners. The English learners' average MAP reading score at each grade level for students served in the Before and After School programs was then compared to each Expected Grade-Level Mean:

- Reading gaps from the Expected Grade-level Mean score for the English learners served in the programs range from (-3.7 to -37.3) points. Table 13 along with the individual school results are displayed below:

Table 13: MAPs Reading EL Students Performance Results



Districts: Schools	Grade	All Students Fall Baseline	EL Students Spring EOY	Expected Grade-Level Mean	Difference
White Pine: David E. Norman ES	K	141.3	131	158.1	-27.1
State Charter: Ely Learning Bridge	K	138.7	150	158.1	-8.1
White Pine: David E. Norman ES	1st	156.8	148.7	177.5	-28.8
State Charter: Coral Acad. of Science	1st	159	173.8	177.5	-3.7
White Pine: David E. Norman ES	2nd	164	151.4	188.7	-37.3
State Charter: Ely Learning Bridge	2nd	162	176	188.7	-12.7
White Pine: David E. Norman ES	3rd	189	176.5	198.6	-22.1

WIDA ACCESS for ELLs 2.0 Results

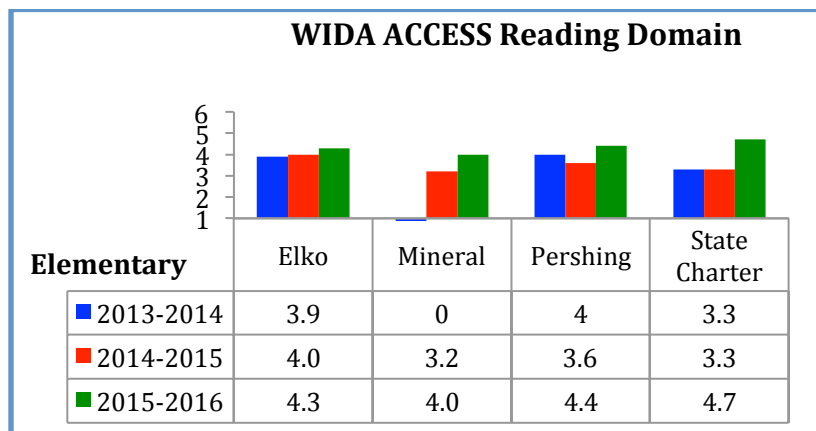
District(s): Elko, Mineral, Pershing, State Charter;

Number of students in the selected districts programs in 2015-16: 888 Students

A review of the WIDA ACCESS for ELLs 2.0 in the selected elementary schools examines the average performance level of a school across all the grade-levels. In Table 14 and Table 15 the following is noted in the SB 405 district schools:

- On the WIDA ACCESS for ELLs 2.0 Reading Domain, three of four districts made the minimum level movement required by the state of Nevada, 0.5 performance level per year: Elko: (0.1; 0.3), Mineral (0.8); Pershing (0.4; 0.6), State Charter: (0.0; 1.4).
- On the WIDA ACCESS for ELLs 2.0 Writing Domain, one of four districts made the minimum level movement required by the state of Nevada, 0.5 performance level per year: Elko: (0.1; 0.2), Mineral (0.0), Pershing (0.2; 0.1), State Charter (-0.6; 0.5). See Table 14 & 15 below:

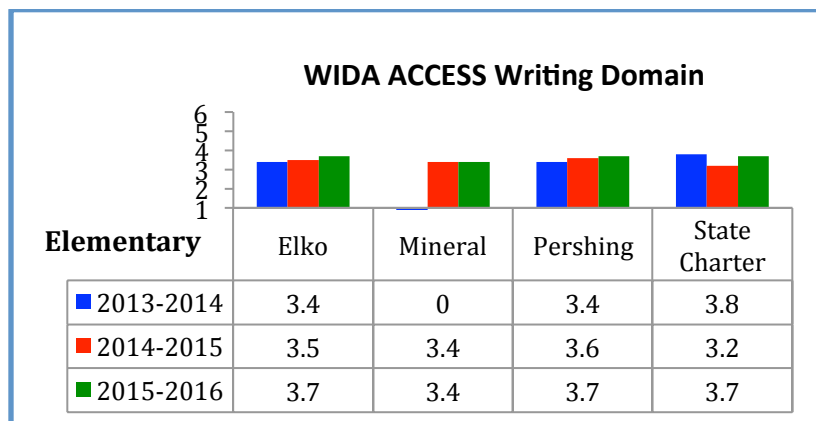
Table 14: Elementary 2013-2016 Reading Domain Results



WIDA defines six levels of English Language Proficiency:

Level 6: Reaching
 Level 5: Bridging
 Level 4: Expanding
 Level 3: Developing
 Level 2: Beginning
 Level 1: Entering

Table 15: Elementary 2013-2016 Writing Domain Results



STAR Assessment Results

District(s): Pershing, State Charter;

Number of students in the selected districts programs in 2015-16: 289 Students

STAR Reading™ is an assessment of reading comprehension and skills for independent readers through grade 12. A Grade-equivalent (GE) as one of several STAR reporting results that provide the grade level of students who on average achieved the same scaled score.

In Table 16 in this section, the observed student grade-equivalency (GE) from Fall 2015 to Spring 2016 indicates growth in all grade levels with the exception of grade 8th (GE:-1.1) and 9th (GE: -0.6).

- The highest growth indicated in a school is in grade 2 (GE: 1.2).
- Lowest growth indicated in one school is in grades 3 (GE: 0.3) and grade 6 (GE: 0.3).
- Across all State Charter schools represented in Table 16, the average growth GE is 0.4.

Table 16: 2015-2016 STAR Reading Growth in Grade Equivalency

Districts: Schools	School	Grade	Fall Grade Equivalency	Spring Grade Equivalency	Difference
State Charter: Quest Preparatory Academy					
Total Students: 79	Alexander	K	0.4	1.2	0.8
	Torrey Pines	1st	1.1	1.7	0.6
		2nd	1.5	2.1	0.6
		3rd	2.3	2.6	0.3
		4th	2.5	3.6	1.1
		5th	3.9	4.7	0.8
		6th	3.5	3.8	0.3
	Bridge	1st	0.9	1.3	0.4
		2nd	2.3	3.5	1.2
		3rd	2.3	2.8	0.5
		4th	2.4	3.1	0.7
		5th	4.1	5.2	1.1
	Roberson MS	7th	4.1	4.5	0.4
		8th	7.1	6	-1.1
		9th	4.3	3.7	-0.6

In Table 17 below, the observed student grade-equivalency (GE) from Fall 2015 to Spring 2016 indicate growth in all grade levels with the exception of grade 5 (GE:-0.1).

- The highest growth indicated in a school is in grade 4 (GE: 1.9).
- Lowest growth indicated within one school is in grade 3 GE: 0.3) and grade 5 (GE: 0.3).
- Across all State Charter schools and the Pershing County School District the schools represented in Table 17, the average growth GE is 0.9.

Table 17: 2015-2016 STAR Reading Growth in Grade Equivalency

Districts: Schools	School	Grade	Fall Grade Equivalency	Spring Grade Equivalency	Difference
State Charter: Pinecrest Academy of Nevada					
Total Students: 210	St Rose	1st	1.1	2.3	1.2
		2nd	1.3	2.6	1.3
		3rd	2.0	3.8	1.8
		4th	3.3	5.2	1.9
		5th	4.8	4.8	-0.1
		6th	4.9	5.8	0.9
		7th	4.2	4.7	0.5
	Horizon	1st	1.5	2.8	1.4
		2nd	1.5	2.6	1.1
		3rd	2.5	2.8	0.3
		4th	4.3	5.4	1.1
		5th	4.6	4.9	0.3
		6th	5.3	6.3	1.0
		7th	6.1	7.7	1.6
	Inspirada	8th	5.5	6.4	0.9
		4th	2.1	2.9	0.8
Pershng					
	Lovelock	1st	1.3	1.7	0.4
		2nd	1.7	2.5	0.8
		3rd	2.0	2.7	0.7
		4th	3.0	3.7	0.7

Program Cost

The cost of the SB 405 Extended Learning Time programs in the districts for the 2015-16 school year is summarized in the chart below. Please note that program design, staffing, size of program, and other factors impact the actual per-pupil cost of providing SB 405 Extended Learning Time services across the districts and schools. Because the districts will not have finalized actual expenditures until August 1, the following table represents Projected expenditures through the end of the 2015-16 fiscal year.

Total SB 504 Extended Learning Time Expenditures	Total English Learners Served	Average Per Pupil Expenditure
\$231,884	890	\$261

For a more complete listing of individual school district data, see [Appendix A](#).

SB 405 Parent & Family Engagement

The Nevada Department of Education allowed school districts to use SB 405 funds for the provision of services engaging and involving parents and families of children who are limited English proficient including, without limitation, increasing effectiveness, culturally appropriate communication with and outreach to parents and families to support the academic achievement of the children. Table 16 shows that Elko County School District used SB 405 funding to provide Parent and Family Engagement to serve English learners during the 2015-16 school year. Other districts reported that due to the 2% of budget restriction, most chose did not utilize this program option for the SB 405 support services.

Table 18: School Districts Providing SB 405 Parent & Family Engagement: creation and implementation of Parental Engagement activities since July 2013 in Nevada. (Numbers are approximate)

School District	Number of Sites Providing SB 504 Parent and Family Engagement [2013-14]	Number of English Learners Served [2013-14]	Number of Sites Providing SB 504 Parent and Family Engagement [2014-15]	Number of English Learners Served [2014-15]	Number of Sites Providing SB 405 Parent and Family Engagement [2015-16]	Number of English Learners Served [2015-16]
Elko					1	674
Total					1	674

Program Cost

The cost of the SB 405 Parent and Family Engagement programs in the districts for the 2015-16 school year is summarized in the chart below. Please note that program design, staffing, size of program, and other factors impact the actual per-pupil cost of providing SB 405 Parent and Family Engagement services across the districts and schools. Because the districts will not have finalized actual expenditures until August 1, the following table represents Projected expenditures through the end of the 2015-16 fiscal year.

Total SB 405 Parent and Family Engagement	Total English Learners Served	Average Per Pupil Expenditure
\$6,432.50	674	\$9.54

SB 405 Recruitment & Retention Incentives

The Nevada Department of Education allowed school districts to use SB 405 funds for the provision of offering recruitment and retention incentives for the teachers and other licensed educational personnel who provide any of the programs and services set forth in this subsection from the list of incentives prescribed by the state board of education. Districts reported that due to the 2% of budget restriction, no districts utilized this program option for the SB 405 support services.

SB 405 Other Evidence Based Programs and Services

The Nevada Department of Education allowed school districts to use SB 405 funds for the provision of other district-proposed services for pupils who are limited English proficient. Table 20 shows that seven Nevada School Districts utilized SB 405 funds to create Other Evidence Based Programs and services.

Table 19: School Districts Providing Other Approved Programs with SB 405: creation and implementation of Other Evidence Based Programs since July 2013 in Nevada. (Numbers are approximate)

School District	Number of Sites Providing SB 504 Other Programs [2013-14]	Number of English Learners Served [2013-14]	Number of Sites Providing SB 504 Other Programs [2014-15]	Number of English Learners Served [2014-15]	Number of Sites Providing SB 504 Other Programs [2015-16]	Number of Learners Served [2015-16]
Carson					1	208
Churchill					1	58
Douglas	4	75	4	208	6	153
Elko					1	25
Lander	NA	NA	2	47	1	58
Lyon	2	28	2	30	2	20
Mineral					1	20
White Pine					1	17
Total	6	103	8	285	14	559

Performance Summary (2015-16)

At this point in time, SB 504 Other Approved Program effectiveness is based on the English learner performance on the Measure of Academic Progress (MAPS). Additionally, effectiveness is determined through evaluation of classroom practices based on effective strategies for serving English Learners.

MAP Reading Assessment Results

District(s) Reporting: Churchill, Douglas, Elko, Lander, Lyon, Mineral, White Pine
 Number of students with both pre- and post-test scores in 2015-16: 169 Students

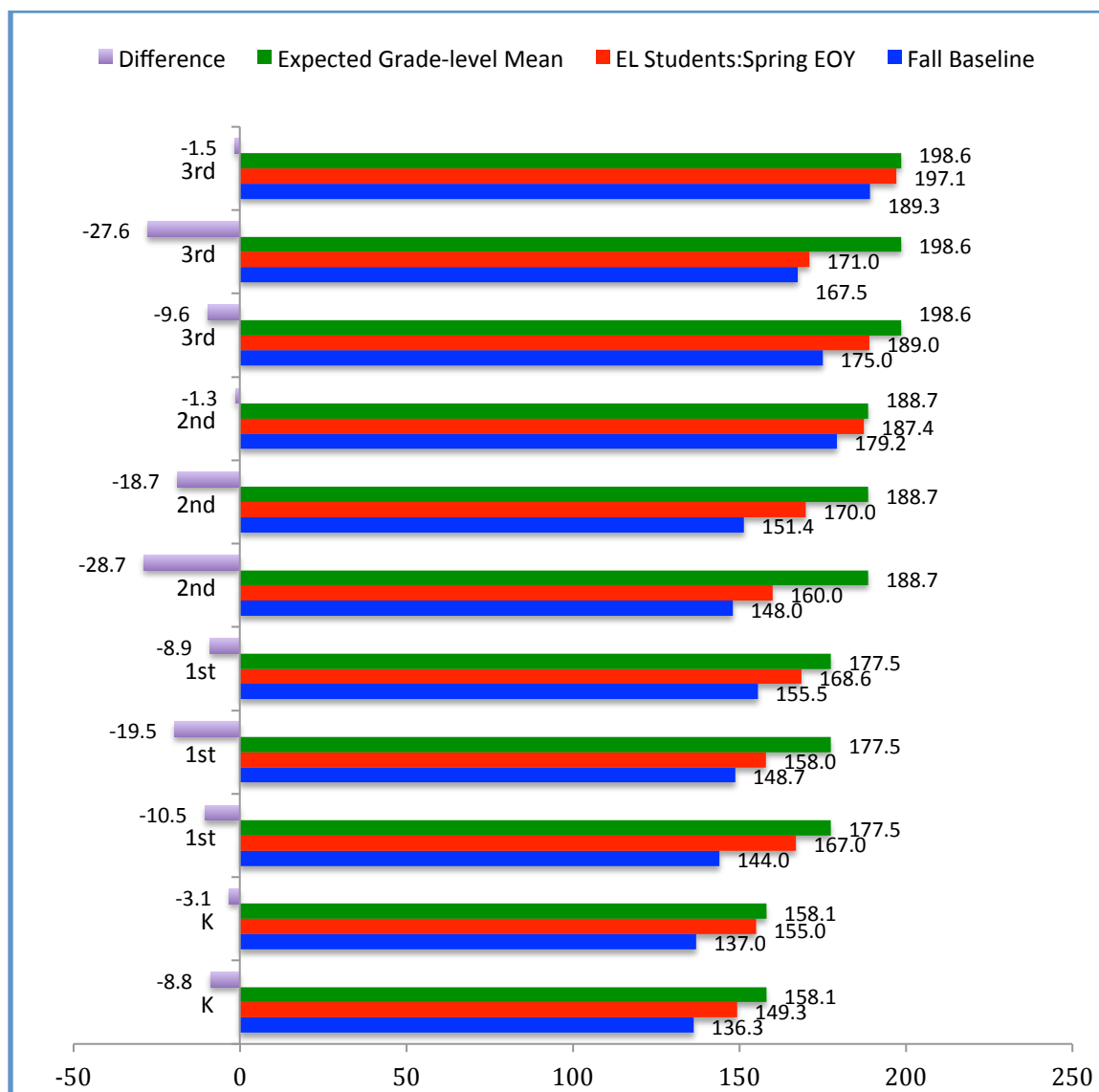
Table 20, in this section, provides data related to the reading achievement of English Learners on the MAP assessment. In the table, The average MAP score of English learners in each grade level is compared to the Expected Grade-Level Mean score to determine differences or gaps in

the grade-level content reading expectations.

Differences or gaps in the reading content achievement were observed across the SB 405 districts and schools reporting MAP results in reading, between -1.3 to -28.7.

- The lowest difference or gap of English learners on the MAP reading assessment is found in grade 2 (-1.3) and grade 3 (-1.5) within a Lyon elementary school.
- The highest difference or gap of English learners on the MAP reading assessment is found in two of the six elementary schools (-27.6 and -28.7). Table 20 along with the supporting document details the reading results:

Table 20: 2015-16 EL MAPs Reading Differences in Expected Mean



Measure of Academic Progress (MAPs)

Districts: Schools		Fall Baseline	EL Students Spring EOY	Expected Grade-level Mean	Difference
Lander: Battle Mountain ES	K	136.3	149.3	158.1	-8.8
Lyon: Yerington: Fernley: Dayton ES	K	137.0	155.0	158.1	-3.1
Elko: Northside ES	1st	144.0	167.0	177.5	-10.5
White Pine: David E. Norman ES	1st	148.7	158.0	177.5	-19.5
Lander: Battle Mountain ES	1st	155.5	168.6	177.5	-8.9
Elko: Northside ES	2nd	148.0	160.0	188.7	-28.7
White Pine: David E. Norman ES	2nd	151.4	170.0	188.7	-18.7
Lyon: Yerington: Fernley: Dayton ES	2nd	179.2	187.4	188.7	-1.3
Elko: Northside ES	3rd	175.0	189.0	198.6	-9.6
White Pine: David E. Norman ES	3rd	167.5	171.0	198.6	-27.6
Lyon: Yerington: Fernley: Dayton ES	3rd	189.3	197.1	198.6	-1.5

Carson City School District (CCSD) expanded the English Language Development services into one high school and one middle school. One high school ESL teacher and one middle school ESL paraprofessional were hired. The SB405 funding also supported the cost of two teachers in the high school in the areas of after-school academic supports. The effectiveness of the SB 405 Other Evidence Based Programs and Services was evaluated using WIDA ACCESS 2.0 language acquisition growth and the state of Nevada Exit criteria. As a result, 384 students were tested using the WIDA ACCESS 2.0 (Carson Middle School, Eagle Valley Middle School, and Carson High School). Sixty-four (64) English learners met the state of Nevada Exit criteria of 5.0 Literacy and 5.0 Overall Composite. In addition, 51.8% of English learners met the minimum required growth of 0.5 performance level for the school year.

Douglas County School District (DCSD) used a CORE plus more reading and instruction classroom approach in their Kindergarten through 8th grade zoom programs and services. English learners were provided additional English language development during the Intervention period of the school day. The SB 405 program effectiveness was evaluated using the Developmental Reading Assessment (DRA) to determine a student's instructional level in reading in Kindergarten through 3rd grade. Also, Measure of Academic Progress (MAP) was used in Kindergarten through 8th grade. Interventionists were hired using SB 405 funding to provide services to English learners during the Intervention within the school day. The results of the services as measured by the DRA in Kindergarten through 2nd grade revealed the following:

- In 2015-16, 45% of Kindergarten, 30% of 1st grade, and 0.0% of 2nd grade were at the expected exit score for their grade level at the end of the school year.

- Overall 26% of the English learners who were provided services by the SB405 Interventionists during the 2015-16 school year were at the expected exit score for their grade level at the end of the school year.

Elko County School District, at Northside Elementary School, provided focused writing instruction based on sound research-driven writing curriculum. Four additional Calkins Units of Writing programs were purchased. 110 English Learners (Pre-Kindergarten through 4th grade) were participants in the writing program. The instruction was scheduled during a writing block within the school day. The program effectiveness was evaluated based on Pre- and Post-writing products saved in the students' portfolios. During time allotted for Professional Learning Communities, teachers having data-driven discussions made instructional decisions to support students' progress and advancement to proficiency.

Lander County School District (LCSD) used a push-in reading program for grades Pre-Kindergarten through 3rd grade. LCSD utilized its SB 405 funds to provide classroom support for students using classified staff. Services were designed as a "push-in" model to support students and teachers during regular instruction to support literacy in content areas. A pre- and post-assessment, Measure of Progress (MAP), in Reading and Math were used in each grade-level to assess the effectiveness of the support using the expected grade-level target. The data reached was the following:

EL Kinder: 0.12 Average gain (reading); 16.75 Average gain (Math)
 EL 1st Grade: 16.1. Target gain (reading); 16.5 Target gain (Math)
 EL 2nd Grade: 12.6 Target gain (reading); 12.6 Target gain (Math)
 EL 3rd Grade: 9.0 Target gain (reading); 11.2 Target gain (Math)

Lyon County School District (LCSD) created three English Language Acquisition Specialist positions to provide support for English learners attending kindergarten at Fernley Elementary School, Dayton Elementary School, and Yerington Elementary School. The specialists worked exclusively with kindergarten students in their acquisition of the English language as it pertains to all content instruction. The English Language Acquisition Specialists will train kindergarten teachers to incorporate the guiding principles of language development.

LCSD determined program effectiveness using a combination of DRA and MAP assessments. The DRA was administered in the 1st and 4th quarter of the school year. The MAP Pre-test was administered in the Fall of 2015 with the Post-test administered in the Spring of 2016. Lyon County School District reported that 91% of English learners in Kindergarten made gains on the DRA assessment from the 1st quarter to 4th quarter. 50% of those students made the DRA Benchmark. In the MAP assessment, 38% of English learners met the end of year grade-level cut score.

Mineral County School District purchased multilingual classroom materials, software, and other supplies for English learners. WIDA ACCESS for ELLs 2.0 was used to evaluate effectiveness in the use of the SB 405 funding. Multilingual classroom materials and other supplies for English learners were proved to students at Hawthorne Elementary School, Hawthorne Junior High

School, and Schurz School. The WIDA ACCESS for ELLs 2.0 student average performance level results are as follows: Listening Domain (4.3); Speaking Domain (3.8); Reading Domain (3.3), and Writing Domain (3.4).

White Pine County School District provided SB 405 funding to David E. Norman Elementary School (K-5). Students received individual and/or small group reading instruction during an intervention time scheduled during the school day. Sheltered Instruction Observation Protocol (SIOP) instructional strategies were used. The SB 405 funding provided for a certified, retired teacher to give the services to English learners. The effectiveness of the program was evaluated using the Measure of Academic Progress in reading for grades Kindergarten through 4th grade. English learners in grades 1st through 4th experienced growth from the pre- to post-assessment in the reading content assessment. The following MAP data revealed the average growth of English learners by grade:

- 1st grade (148.7 to 158.9; **10.2 pts.**)
- 2nd grade (151.4 to 170.0; **18.6 pts.**)
- 3rd grade (169.5 to 171.0; **1.5 pts.**)
- 4th grade (176.5 to 182.3; **5.8 pts.**)

Program Cost

The cost of the SB 405 Other Evidence Based Programs in the districts for the 2015-16 school year is summarized in the chart below. Please note that program design, staffing, size of program, and other factors impact the actual per-pupil cost of providing SB 405 Other Approved Program services across the districts and schools. Because the districts will not have finalized actual expenditures until August 1, the following table represents Projected expenditures through the end of the 2015-16 fiscal year.

Total SB 405 Other Evidence Based Programs	Total English Learners Served	Average Per Pupil Expenditure
\$477,282	559	\$854

For a more complete listing of individual school district data, see [Appendix A](#).

Local School District Perspectives

All Nevada school districts that implemented SB 405 programs expressed positive feedback and identified that the English learners served achieved significant improvement in both English language acquisition and academic achievement. SB 405 has provided much needed support in areas such as early literacy, social skills, and cognitive development in meeting the needs of diverse learners of Nevada at both the elementary and secondary school levels. This section will summarize general input and highlight a few quotes from Zoom Grant school districts.

Value of Pre-Kindergarten Services for English Learners: Districts reported a definite need for Pre-Kindergarten services for English learners. Districts also report that students from low-income families have similar needs. These programs serve a targeted population of young children. The latest research supports that children who participate in high-quality Pre-Kindergarten programs have higher levels of school success in the future and are better equipped to handle the academic rigor expected of today's students in a competitive global economy.

High quality Pre-Kindergarten programs are especially crucial for ELs so they may be ready to enter kindergarten or First Grade "ready to learn."

Thoughts from the Field:

Humboldt County School District (HCSD)

"It has been a really good experience for him. Before he started, you couldn't understand what he was saying. Now, you can understand him and he is talking a lot in English. He is friendlier around other kids and also at home because he is able to interact with them now."

He has learned how to color, write and put things together. Before he started this class, he didn't put any effort into learning and now he does. I am happy that he will be going to this class next year."

-Connie Almanza, Parent, Winnemucca Grammar School

Thoughts from the Field:

Carson City School District

"The SB405 grant has afforded the Carson City School District the opportunity to expand Pre-K programming in our four Title I elementary schools. Consistent with the Nevada State Literacy Plan, the district is committed to high quality early learning programming which serves to build early literacy skills and form the foundation for academic achievement and successful lives. Our SB405 Pre-K classes include a focus on meeting the needs of the English Learner, including parent education. Our teachers collaborate monthly in professional learning communities to share a data-driven approach to the implementation of a district-wide early learning curriculum. Our data, thus far, indicates student gains in language development as well as math and social skills. Our K-3 data indicates earlier exit from the English Learner program for more students with participation in the Pre-K program. SB405 has funded every aspect of our Pre-K programming. We appreciate the Legislature's recognition of this crucial year in the education of the children of our community."

-Laura Austin, English Program Director, Carson City School District

Thoughts from the Field:

Nye County School District

"After a full year of Preschool (2014-15) I welcomed back a student for Pre-K (2015-16). At the end of our first year together I could count on one hand the number of English words she had spoken and I had heard even less in Spanish, her first language. What I did know was that her eyes were always watching my every move and the glimpse of a smile indicated that she felt safe and enjoyed the learning environment even though her role was mostly as an observer as she explored the learning centers and interacted with her peers. Her parents assured me she loved school as she chatted with them about her daily experiences while at home.

Year two and I'm introduced to a "new" child as she enters the classroom greeting me, "Hola, Ms. Eadie". Her parents tell me they are so thankful for the start of the school year because their child has asked nearly everyday "When do I go back to school?" The child who the prior year sat on the outside of carpet during circle time, by the end of the year reserves her spot in the front row. The benefits of exploring a language rich environment are evident as she inquires and uses Spanish and English on a daily basis. Soon she is drawing pictures and dictating words so we can label additional items in the classroom. She is no longer an observer as a favorite center time activity is playing teacher where she "reads" aloud stories and leads a group with finger plays and songs. The length and quality of conversations grew throughout the year as she gained confidence in using her first and second languages.

By the end of the year I had successfully obtained a pre and posttest on a student who the year before wasn't willing/comfortable to talk. I had spent a portion of each day teaching English vocabulary in exchange for learning new Spanish words from my little "teacher". During drop-off and pick-up the wonderful exchanges her parents and I shared occasionally moved us to tears of joy for the growth we were seeing. The daily experiences in our learning environment and the wonderful support her parents showed throughout our two years together left us all feeling confident that her early years learning experiences left our "Little Learner" with a wonderful foundation and a LOVE for learning."

-Teacher, Nye County School District

Recommendations for Legislation

The input from SB 504 Zoom Grant school districts aligned with the recommendations that were submitted in the February 2015 annual report to the Legislative Counsel Bureau (LCB). The following items are presented by the Nevada Department of Education on behalf of the SB 405 Zoom Grant school districts as recommendations for future legislation:

Removal of 2% budget restriction for Professional Development, Parental Engagement and Recruitment and Retention Incentives – *Provide greater flexibility to allow school districts to use SB 405 funds for quality professional development that aligns with the instructional needs of English learners.* A needed improvement from SB 504 to SB 405 was allowing the districts to use SB 405 funds for Professional Development, Parent and Family Engagement and Recruitment and Retention Incentives. However, with the 2% budget cap for all three programs, only 1 district was able to use funding for this program. Districts reported that quality professional development, parent and family engagement and recruitment and retention incentives are essential to a successful implementation of instructional services that meet the needs of English learners. In order to provide ongoing support necessary to sustain improved instruction, additional resources are needed which allow for a greater budget for these important services.

Provisions for services for Long Term English Learners – *Build on the commitment to Long Term English Learners who either have not exited or recently arrived ELs in country.* Nevada's Long Term English learner population fluctuates but is growing each year. There is much needed training on how to support and provide quality teacher instruction for Long Term ELs.

Adequate Program Resources & Funding- *Ensure availability of necessary resources, especially qualified/trained personnel, appropriate facilities, and quality assessments for program implementation and expansion.* Districts experienced difficulty securing appropriate classroom facilities. Districts experienced difficulty recruiting and hiring qualified early childhood personnel. Smaller districts with low EL populations did not have as many schools qualify for Zoom funding and therefore were not able to meet the needs of their English learners. A funding formula based on considerations other than a per-pupil amount would help small rural districts meet the needs of their EL population to a greater capacity than a set funding formula.

Pre-Kindergarten Services – *Build on the commitment already established by increasing funding to ensure access for all Pre-Kindergarten English learners.* Nevada's English learner population benefits significantly from the Pre-Kindergarten services that are preparing young children for success in school. This program has been the most utilized during the Zoom program. It has also demonstrated the greatest gains and growth in preparing children for kindergarten.

Appendix A

List of Schools and Services - SB 405 Funds 2015-16

Appendix A provides greater detail at the individual school level for each district receiving SB 405 funds for the 2015-16 school year. For the 2015-16 school year, a brief update of services is provided for each district.

In reading column 3, the following names are assigned to specific SB 405 initiatives:

- Pre-K:** Creation or expansion of Pre-Kindergarten services for English learners
- Reading:** Reading Acquisition - Increasing Reading Proficiency of English learners
- PD:** Professional Development related to Effective Instruction for English Learners
- ELT:** Extended Learning Time (Before-school, After-school, or Summer-school Programs)
- PFE:** Parent and Family Engagement related to family services and programs.
- R&RI:** Recruitment and Retention Incentives - recruiting and hiring quality instructors
- O:** Other District-developed Strategies to serve English Learners

Table 21: Carson Cities School District: projected expenditures through the end of the 2015-16 fiscal year.				
Carson City School District	SB 405 Allocation 2015-16	SB 405 EL Service	# English Learners Served 2015-16	Average SB 504 Per Pupil Expenditure 2015-16
Mark Twain Elementary School	\$127,650	Pre-K	10	\$12,765
Empire Elementary School	\$126,490	Pre-K	19	\$6,657
Bordewich Bray Elementary School	\$134,651	Pre-K	15	\$3,030
Fremont Elementary School	\$141,798	Pre-K	9	\$8,977
Carson High School	\$2,304	ELT	44	\$52
Carson High School	\$7,579	ELT	14	\$541
Carson High School	\$71,848	O	51	\$1,409
Carson High School	\$20,230	O	157	\$129
Carson District	\$17,313	PD	422	\$41
Total	\$649,863		741	

SB 405 Programs and Services: Pre-Kindergarten, Professional Development, Extended Learning Time, and Other Evidence based

Program Description: 2015-16 Pre-Kindergarten

Carson City Continued its Pre-Kindergarten services and now has 4 sites with a total of 8 classes: 2 classes at Mark Twain, 2 at Bordewich Bray, and 2 at Empire Elementary School.

With SB 405, Carson City School District added 2 additional Pre-Kindergarten sections at Fremont Elementary school to the program. The instructional design was modeled after the Nevada State Pre-K program and uses the *Curiosity Corner* preschool curriculum from the *Success for All* program. Sessions were held for 2 hours and 50 minutes, 4 times per week at each site.

Program Description: 2015-16 Professional Development

Carson City School District used a portion of its SB 405 funds to provide training to secondary ESL teachers and administrators for training on the State-adopted WIDA English Language Standards, WUIDA performance Definitions, WIDA Can-Do Descriptors, and the effective language strategies and objectives. Professional development also paid for middle school ESL teaching and paraprofessional staff to attend Language Live! Reading program training.

Program Description: 2015-16 Extended Learning Time

Carson City School District added a Before-school and After-school services for English learners to improve their academic achievement at the following 4 elementary schools: Carson Middle School, Eagle Valley Middle School, Carson high School, and Pioneer High School. Programs were held for 5 hours a day, 4 days a week.

Program Description: 2015-16 Other Evidence Based Programs and Services

Carson City School District added an Evidence-based program for English learners at their secondary schools. The following instructional supports were added: A TESL endorsed/ English Licensed ESL teacher hired to provide English instruction at Carson High School; a bilingual (Spanish) ESL paraprofessional hired to provide instructional support at Carson High School; a interpreter headphone/radio transmission system was purchased for Carson Middle School.

Table 22: Churchill County School District: projected expenditures through the end of the 2015-16 fiscal year.

	SB 405 Allocation 2015-16	SB 405 EL Service	# English Learners Served 2015-16	Average SB 405 Per Pupil Expenditure 2015-16
Churchill County School District				
Northside Early Learning Center	\$92,966	Pre-K	11	\$8,451
Lahontan Elementary School	\$75,441	O	58	\$1,301
Indirect Cost	\$8,219			
Total	\$176,626		69	

SB 405 Programs and Services: Pre-Kindergarten & Other Evidence Based Program

Program Description: 2015-16 Pre-Kindergarten

Churchill County School District utilized part of its SB 405 funds for its Pre-Kindergarten program at Northside Early Learning Center. The instructional design was modeled after the Nevada State Pre-Kindergarten program and uses the *Creative Curriculum* preschool curriculum from the *Success for All* program. The additional Pre-Kindergarten session served three-year old children and was held for 2 hours, 4 times per week.

Program Description: 2015-16 Other Evidence based programs

Churchill County School District used their SB 405 funds to create a blended early learning instruction model combining Special Education Pre-K program the NELC Pre-K 4 year old program and the 3 year old program. The models of instruction are: classroom direct instruction, family education/workshops and parent involvement.

Table 23: Douglas County School District: projected expenditures through the end of the 2015-16 fiscal year.

Douglas County School District	SB 405 Allocation 2015-16	SB 405 EL Service	# English Learners Served 2015-16	Average SB 405 Per Pupil Expenditure 2015-16
Minden Elementary	\$49,159	Pre-K	11	\$4,469
CC Mendeley Elementary School	\$6,794	O	37	\$184
Carson Valley MS	\$6,367	O	24	\$265
Gardnerville Elementary School	\$7,957	O	20	\$398
Jacks Valley Elementary School	\$8,060	O	37	\$217
Minden Elementary School	\$5,734	O	25	\$229
Scarselli ES	\$6,784	O	10	\$678
Total	\$90,855		164	

SB 405 Programs and services: Pre-K and Other Evidence Based Program

Program Description: 2015-16 Pre-Kindergarten

Douglas County School District utilized some of its SB 405 funds to create a Pre-Kindergarten program at Minden Elementary School. The instructional design was a research based curriculum model aligned with the Nevada Pre-K Standards. It used the *High Scope Preschool Curriculum*, *High Scope Growing Readers Early Literacy Curriculum*, *Peabody Picture Vocabulary Test*, *Brigance Screens*, and the *WIDA MODEL Assessments*. The Pre-Kindergarten session served three and four-year old children in 2.5 hour sessions, 2 times a day, 5 days a week.

Program Description: 2015-156 Other Evidence Based Program-Reading Support

Douglas County School District utilized SB 405 funds to provide a reading and tutoring program for

English learners during the school day. Services were designed as a “push-in” model to support students and teachers during regular instruction to support literacy in content areas. This push-in model was used at C.C. Meneley ES, Carson Valley MS, Gardnerville ES, Jacks Valley ES, Minden ES, Scarselli ES.

Table 24: Elko County School District: projected expenditures through the end of the 2015-16 fiscal year.

Elko County School District	SB 405 Allocation 2015-16	SB 405 EL Services	# English Learners Served 20135-16	Average SB 405 Per Pupil Expenditure 2015-16
Adobe Middle School	\$25,773	ELT	12	\$2,148
Adobe Middle School	\$64,792	Reading	7	\$9,256
Carlin Elementary School	\$4,407	ELT	3	\$1,469
Elko High School	\$8,711	ELT	4	\$2,178
Elko High School	\$56,558	Reading	18	\$3,142
Flag View Intermediate	\$6,482	ELT	29	\$224
Flag View Intermediate	\$6,432	PFI	674	\$10
Flag View Intermediate	\$16,445	Reading	29	\$567
Grammar School #2	\$6,482	ELT	7	\$926
Jackpot Combined	\$6,828	ELT	24	\$284
Mountain View Elementary	\$25,832	ELT	39	\$662
Northside Elementary School	\$132,423	Pre-K	11	\$12,038
Northside Elementary School	\$5,187	O	25	\$207
Northside Elementary School	\$6,482	ELT	17	\$381
Sage Elementary School	\$6,585	ELT	8	\$823
Southside Elementary School	\$146,955	Pre-K	24	\$6,123
Southside Elementary School	\$53,881	Reading	35	\$1,539
State PreK (Soutside, GBC, West Wendover ES)	\$50,989	O	60	\$850
Wells Elementary School	\$4,920	ELT	3	\$1,640
Total	\$606,805		1029	

SB 405 programs and services: **Pre-Kindergarten, Reading Acquisition, and Extended Learning Time, Parent & Family Engagement, and Other Evidence based programs**

Program Description: 2015-16 Pre-kindergarten

Elko County School District used its SB 405 funds to continue its Pre-Kindergarten program at Northside and Southside Elementary Schools as well as expanding into their State Preschools at Southside, GBC and West Wendover Elementary School. The instructional design used the *Creative Curriculum* and *High Scope* preschool curriculum. SB 405 funding provided for two additional Pre-Kindergarten sessions held for 2 hours and 30 minutes, 4 days per week.

Program Description: 2015-16 Reading Acquisition

Elko County's Secondary schools used a portion of its SB 405 funds to implement a Reading Acquisition program for English learners grades K-12. This was implemented at Adobe Middle School, Elko High School, Flag View Elementary School, and Southside Elementary School. Sessions ran 5 days a week and incorporated a leveled reader library to enhance reading skills of English learners.

Program Description: 2015-16 Extended Learning Time: Before-school, After-school, and Summer-school programs

Before, After or Summer-school tutoring programs were available to English learners throughout the year in grades K-12 at: Adobe Middle School, Carlin Elementary School, Elko High School, Flag View Intermediate School, Grammar #2, Jackpot Combined, Mountain View Elementary School, Northside Elementary School, Sage Elementary School, and Wells Elementary School..

Program Description: 2015-16 Other Evidence Based Programs

Elko County School District used SB 405 funds to develop an Other Evidence Based programs in writing instruction at Northside Elementary School . The writing program provided focused writing instruction based on research and curriculum in 60 minute writing blocks and 90 minute ELA blocks, 5 days a week.

Program Description: 2015-16 Parent and Family Engagement

Elko County School District used SB 405 funds to develop a Parent and Family Engagement program for students at Flag View Intermediate. The multicultural Carnival and movie nights occurred throughout the year and served 55 EL students and their families.

Table 25: Esmeralda County School District: projected expenditures through the end of the 2015-16 fiscal year.

	SB 405 Allocation 2015-16	SB 405 EL Service	# English Learners Served 2015-16	Average SB 405 Per Pupil Expenditure 2015-16
Esmeralda County School District				
Dyer Elementary School	\$8,812	Pre-K	7	\$1,259
Total	\$8,812		7	

SB 405 Programs and services: Pre-Kindergarten

Program Description: 2015-16 Pre-Kindergarten

Esmeralda County School District used SB 405 funds to create a Pre-Kindergarten program at Dyer Elementary school. The instructional design was modeled after the currently used curriculum modified to suit the Pre-K needs of the students. Curriculum includes: Star Reading Success Maker, Scott Foresman, EveryDay Mathematics, IXL. The Pre-Kindergarten session served three and four year old children and was held for 4 hours, 2 days per week.

Table 26: Humboldt County School District: projected expenditures through the end of the 2015-16 fiscal year.

	SB 405 Allocation 2015-16	SB 405 EL Service	# English Learners Served 2015-16	Average SB 405 Per Pupil Expenditure 2015-16
Humboldt County School District				
Sonoma Heights Elementary School	\$156,268	Pre-K	31	\$5,041
Winnemucca Grammar School	\$132,097	Pre-K	16	\$8,256
Total	\$288,365		47	

SB 405 Programs and services: Pre-KindergartenProgram Description: 2015-16 Pre-Kindergarten

Humboldt County School Districts used SB 405 funds to increase services to preschool-aged English learners by expanding their Pre-kindergarten program by continuing their program at Sonoma Heights Elementary School while expanding another program to Winnemucca Grammar School. The instructional design used the *Creative Curriculum* for preschool. Sessions were held at Winnemucca Grammar for an all day 6 hour session and at Sonoma Heights School for 2 hours and 30 minutes, 4 times per week.

Table 27: Lander County School District: projected expenditures through the end of the 2015-16 fiscal year.

	SB 405 Allocation 2015-16	SB 405 EL Service	# English Learners Served 2015-16	Average SB 405 Per Pupil Expenditure 2015-16
Lander County School District				
Battle Mountain Elementary School	\$54,241	O	58	\$935
Total	\$54,241		58	

SB 405 Programs and services: Other Evidence Based ProgramProgram Description: 2015-16 English Language Acquisition Specialists

Lander County School District utilized its SB 405 funds to provide a reading and tutoring program for English learners during the school day. Services were designed as a “push-in” model to support students and teachers during regular instruction to support literacy in content areas. The program had “push-in” instruction in 2 hour blocks, each day, in grades K-4.

Table 28: Lyon County School District: projected expenditures through the end of the 2015-16 fiscal year.				
Lyon County School District	SB 405 Allocation	SB 405 EL Service	# English Learners Served 2015-16	Average SB 405 Per Pupil Expenditure 2015-16
Fernley Elementary School	\$78,708	O	8	\$9,838
Yerington Elementary School	\$107,600	O	12	\$8,967
Total	\$186,308		20	
SB 405 Programs and services: Other Evidence Based Program <u>Program Description: 2015-16 English Language Acquisition Specialists</u> Lyon County School District utilized its SB 405 funds to create two English Language Acquisition Specialist positions to provide “push-in” support for English learners at Fernley and Yerington Elementary Schools. Specialists worked with students, teachers, and parents throughout the year at the Kindergarten level.				

Table 29: Nye County School District: projected expenditures through the end of the 2015-16 fiscal year.				
Nye County School District	SB 405 Allocation 2015-16	SB 405 EL Service	# English Learners Served 2015-16	Average SB 405 Per Pupil Expenditure 2015-16
J.G.Johnson Elementary	\$121,562	Pre-K	12	\$10,130
Manse Elementary	\$121,562	Pre-K	10	\$12,156
Total	\$243,124		20	
SB 405 Programs and services: Pre-Kindergarten <u>Program Description: 2015-16 Pre-Kindergarten</u> Nye County School District utilized its SB 405 funds to expand Pre-Kindergarten programs by adding two additional sections: J.G Johnson Elementary and Manse Elementary. The instructional design was modeled after the Nevada State Pre-K program and used the <i>StoryTeller</i> preschool curriculum. Sessions were held for 2 hours and 30 minutes, 4 times per week.				

Table 30: Pershing County School District: projected expenditures through the end of the 2015-16 fiscal year.				
	SB 405 Allocation 2015-16	SB 405 EL Service	# English Learners Served 2015-16	Average SB 405 Per Pupil Expenditure 2015-16
Pershing County School District				
Lovelock Elementary School	\$19,329	ELT	32	\$604
Total	\$19,329		32	
SB 405 Programs and services: <u>Extended Learning Time</u> Program Description: <i>2015-16 Extended Learning Time: Summer-school program</i> Lovelock Elementary offered a two-week Summer- school program for English learners in grades K-4 during the month of June. Students and parents were trained in the use of grade-level books to build family libraries and participated in a field trip to the Discovery Museum and Barnes & Noble in Reno.				

Table 31: White Pine County School District: projected expenditures through the end of the 2015-16 fiscal year.				
	SB 405 Allocation 2015-16	SB 405 EL Service	# English Learners Served 2015-16	Average SB 405 Per Pupil Expenditure 2015-16
White Pine County School District				
David E. Norman ES	\$13,081	ELT	17	\$769
White Pine HS	\$8,720	ELT	6	\$1,453
Total	\$21,801		23	
SB 405 Programs and services: <u>Other Evidence based programs</u> Program Description: <i>2015-16 Other Evidence Based programs</i> White Pine school district used the SB 405 funds to develop other evidence-based program in push in model of instruction and after school instruction to provide individual or small group instruction using SIOP instructional strategies. Instruction was for 4 hours a day, 4 days a week.				

Table 32: State Sponsored Charter Authority: projected expenditures through the end of the 2015-16 fiscal year.				
State-Sponsored Charter Schools	SB 405 Allocation 2015-16	SB 405 EL Service	# English Learners Served 2015-16	Average SB 405 Per Pupil Expenditure 2015-16
Charter Authority	\$89,657	Reading	561	\$160
Charter Authority	\$82,203	ELT	640	\$128
Total	\$133,904		1201	
<p>SB 405 Programs and services: Reading Acquisition and Extended Learning Time</p> <p><u>Program Description: 2015-16 Reading Acquisition</u> Charter Authority schools used a portion of its SB 405 funds to implement a Reading Acquisition program for English learners grades K-12. The goal was to increase fluency and grade level ELA standards and to increase overall student efficacy. Sessions ran 5 days a week in 30-minute blocks integrated during regular instruction and incorporated a leveled reader library to enhance reading skills of English learners.</p> <p><u>Program Description: 2015-16 Extended Learning Time: After-school programs</u> The State Charter Authority used its SB 405 funds to provide extended learning time opportunities for English learners similar. The Charter Authority implemented After-school tutoring programs for English learners that focused on academic achievement in reading. The school offered services for 1.5 hours after school, 4 days a week for the year.</p>				

Table 33: Lincoln County School District: projected expenditures through the end of the 2015-16 fiscal year.				
Lincoln County School District	SB 405 Allocation 2015-16	SB 405 EL Service 2015-16	# English Learners Served 2015-16	Average SB 405 Per Pupil Expenditure 2015-16
Pahrnagat Valley ES	\$7,928	Pre-K	2	\$3964
Total	\$7,928		2	
<p>SB 405 Programs and services: Pre-Kindergarten</p> <p><u>Program Description: 2015-16 Pre-Kindergarten</u> Lincoln County School District utilized its SB 405 funds to create Pre-Kindergarten program at Pahrnagat Valley ES. The instructional design was modeled after the Nevada State Pre-K program and uses the <i>Creative Curriculum</i> preschool curriculum. Sessions were held for 2.5 hours, 2 times a day 4 days per week.</p>				

Table 34: Mineral County School District: projected expenditures through the end of the 2015-16 fiscal year.				
Mineral County School District	SB 405 Allocation 2015-16	SB 504 EL Service	# English Learners Served 2015-16	Average SB 504 Per Pupil Expenditure 2015-16
Hawthorne ES	\$9,249	ELT	8	\$1,156
Hawthorne ES	\$9,249	O	20	\$462
Total	\$18,498		28	
SB 504 Programs and services: <u>Extended Learning Time and Other Evidence Based Programs</u> <u>Program Description: 2015-16 After-school program</u> Mineral County School District utilized its SB 405 funds to create an afterschool program at Hawthorne elementary school to serve only its English Learners. The program will focus on improving students' reading, speaking, listening and writing skills to help them engage during normal class periods. Sessions were held for 1 hour after school, 3 days per week throughout the year. <u>Program Description: 2015-16 Other Evidence Based Materials</u> Mineral County School District utilized its SB 405 funds to create a classroom support program by purchasing books, support tools, dictionaries and multilingual classroom materials to help support the EL students in the class. The products helped teachers integrate EL lessons into their regular curriculums and to help support EL students in the classroom environment. Sessions were held during the normal class period during normal class days, 5 days a week throughout the year.				